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ABSTRACT

Developed for library media specialists and teachers, this K-12 guide presents a model for combining library media skills with the regular instructional program. Following a K-12 scope and sequence for library and information skills, 15 elementary and junior high school units and 12 high school units are presented. The elementary and junior high units deal with media center orientation, animal stories, folk and fairy tales, tall tales, mystery, informational books, poetry, authors and illustrators, biographies, historical fiction, adventure, fantasy, science fiction, Newbery and Caldecott award-winning books, and the Sequoyah Children's Book Award Program (Oklahoma). All units provide student objectives and activities. Most units contain art and writing ideas, glossaries, worksheets, games, or puzzles. The first high school unit is a fully developed Civil War unit which integrates library media skills. The remaining 11 fragmentary units deal with topics designed to reinforce library research skills and to provide opportunity for independent work. These units include goals, objectives, activities, and some worksheets. The appendices include a study skills scope and sequence for grades 7-9 and 10-12; a bibliography of resources; a list of organizations or publishers who publish, or sponsor contests for, children's writing or art work; and an answer key for the word puzzles. (EM)

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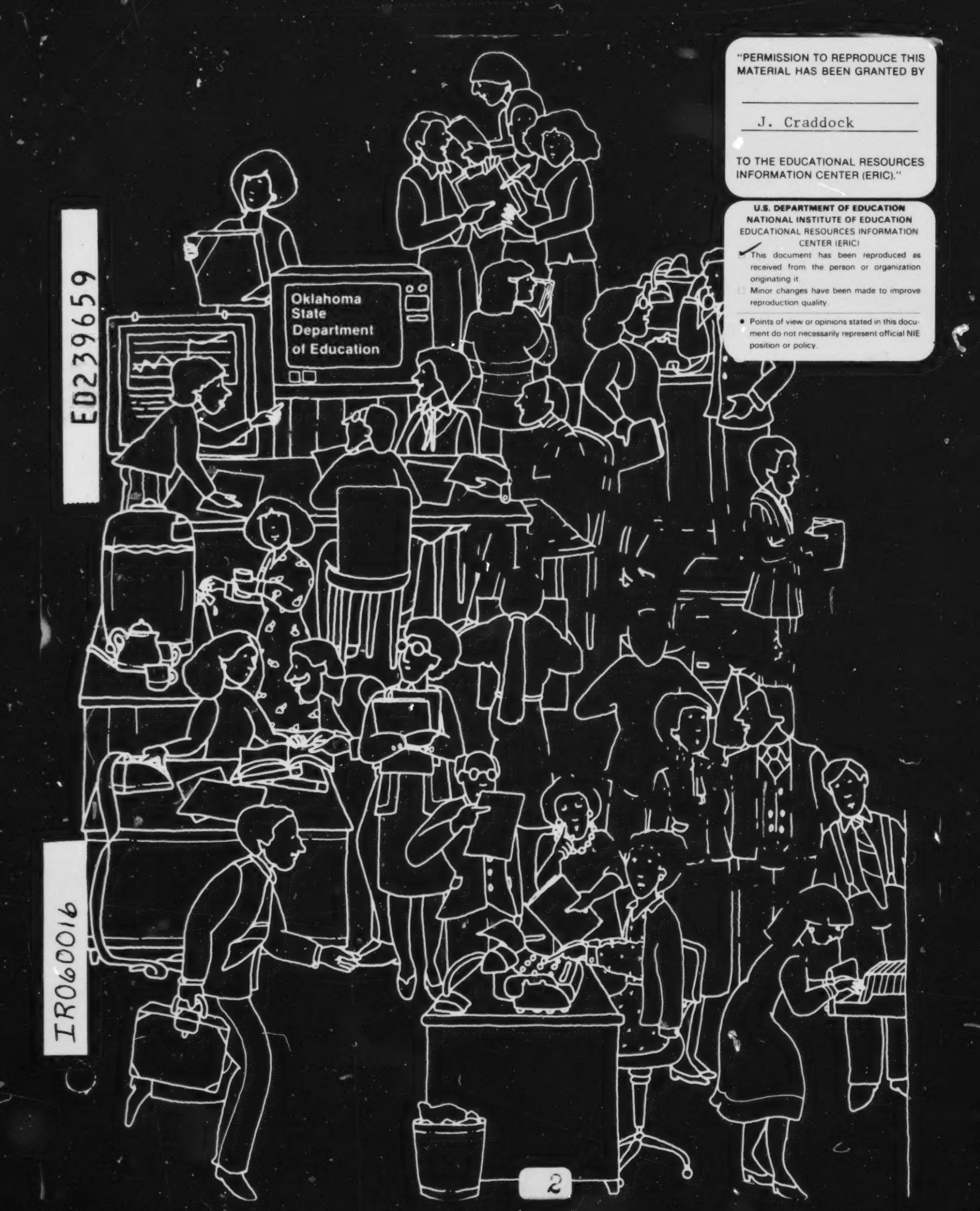

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Stacks of Ideas

Activities for Library Media Center and Classroom K-12

Oklahoma State Department of Education

LESLIE FISHER, State Superintendent
LLOYD GRAHAM, Deputy State Superintendent
TOM CAMPBELL, Associate Deputy State Superintendent
JOHN FOLKS, Associate Deputy State Superintendent
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Assistant Superintendent
INSTRUCTION

Fred Jones
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SCHOOL LUNCH

Murl Venard
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FINANCE

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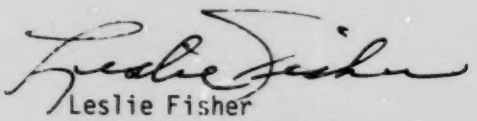
FOREWORD

Stacks of Ideas . . . was developed to aid library media specialists and classroom teachers in the implementation of effective media skills. Correlations with elementary basal reading texts and multi-curriculum activities for classroom and media center have been provided. We hope that the professional educators utilizing these activities will be inspired to expand upon this guide and develop their own media center/classroom curriculum activities to share with others.

The Oklahoma State Department of Education gratefully acknowledges and expresses its appreciation to all of the contributors and developers of this publication.



Leslie Fisher
State Superintendent

ACKNOWLEDGEMENTS

DEVELOPERS

Linda Cowen, Norman Public Schools
Patricia Cunningham, Tuttle Public Schools
Betty Gatchell, Putnam City Public Schools
La Vonne Sanborn, Stillwater Public Schools
June Scott, Broken Arrow Public Schools
Andrea J. Sizemore, Keys Public Schools

TECHNICAL ASSISTANCE

Tom Ashby, Tuttle Public Schools
Sheila Rodden, Typist, SDE

OKLAHOMA STATE DEPARTMENT OF EDUCATION

LIBRARY AND LEARNING RESOURCES SECTION

Dr. Leroy Ireton, Director, Federal Financial Assistance
Barbara Spriestersbach, Assistant Administrator
Clarice Roads, Coordinator
Pam Allen, Coordinator
Betty Riley, Coordinator

READING SECTION

Zoe Leimgruebler, Administrator
Barbara England, Assistant Administrator
Paula Wilson, Consultant

CURRICULUM SECTION

Mary Reid, Administrator
Leonard Bates, Executive Director

CONTRIBUTORS

Karen Baker
Putnam City High School
Oklahoma City

Dave Brainard
Putnam City High School
Oklahoma City

Kay Braught
West Mid-High School
Norman

Donna Brown
Central Mid-High School
Norman

Linda Cowen
West Mid-High School
Norman

Pat Cunningham
Lower Elementary
Tuttle

Jonette Ellis
Will Rogers Elementary
Stillwater

Jean Elder
Putnam City High School
Oklahoma City

Betty Gatchell
Putnam City High School
Oklahoma City

Terry Hamilton
West Mid-High School
Norman

Janie Hire
Career Coordinator
Putnam City School District

Ruth Hodgson
Putnam City High School
Oklahoma City

Rick Kersey
Putnam City West High School
Oklahoma City

Pat Leveridge
Noble High School
Noble

LaVonne Sanborn
Westwood Elementary
Stillwater

June Scott
Vandever Elementary School
Broken Arrow

Andrea J. Sizemore
Keys School
Park Hill

Carolyn Speakman
Putnam City High School
Oklahoma City

Sue Sullivan
Putnam City North High School
Oklahoma City

Rod Wiseley
Putnam City High School
Oklahoma City

Laura Smith
Library Student Teacher
Westwood Elementary
Stillwater

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INTRODUCTION

In today's rapidly changing world, the greatest challenge facing schools is to help students learn. What better way to meet the challenge than in an effective school library media center. It is important that the teaching of library media skills no longer be taught in isolation, but rather be taught in conjunction with the classroom curriculum. The school library media center is both a support system for the established curriculum and a catalyst for uncharted intellectual explorations.

The purpose of this guide is to present a model for planning curriculum units that combine library media skills with the regular instructional program. Bringing the two together in this way gives the student a valid reason for learning and using library media skills. These skills are presented in a variety of activities which can be adapted and used in any area of study.

A scope and sequence for the teaching of library media skills has been included in this guide. Most skills are introduced in the elementary curriculum. Early library media experiences are basic to children's development. The seeds of library media appreciation grow as young students and the library media center are brought together through a variety of activities involving multifaceted, multimedia resources. If these skills have been taught at the elementary level, they should be reviewed and reinforced at the secondary level with units requiring the use of the library media center. Throughout this process there is an interchange of learning from classroom to library media center and from library media specialist to teacher.

The concept of the Library Media Specialist as part of the instructional team needs to be endorsed not only by the Library Media specialist but by the faculty. This can only be accomplished through open communication and cooperation.

STACKS OF IDEAS - BASAL TEXT CORRELATION

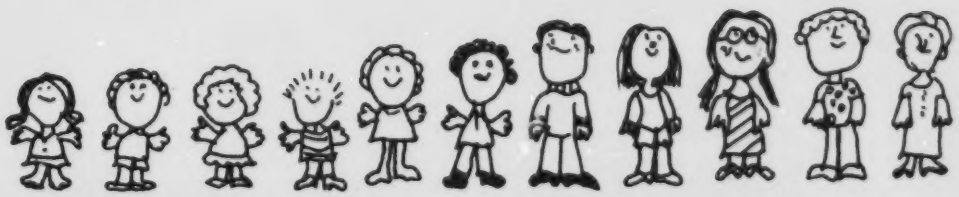
For the most effective use of these materials, obtain copies of the literature correlations for your school's basal reading texts. Order from:

Library and Learning Resources
State Department of Education
2500 North Lincoln
Oklahoma City, OK 73105

Ask for:

Stacks of Ideas - Basal Text
Correlation: _____
(name of publisher of reading series)

SCOPE AND SEQUENCE



LIBRARY AND INFORMATION SKILLS - Grades K-1

The student will:

Media Center Orientation

1. Name library personnel.
2. Observe library rules.
3. Handle books properly.
4. Check out book materials properly.
5. Identify kinds of media.

Organization of Resources

6. Locate "easy materials." (picture books)
7. Locate records and cassette tapes.

Selection of Resources

8. Select materials for personal interest.

Utilization of Resources

9. Identify a book's front, back and spine.
10. Identify a book's title.
11. Use a record player, cassette tape recorder, and listening station.

Literature and Information Skills

12. Use picture clues to aid in understanding material.
13. Identify main idea and sequence of events in orally presented stories.
14. Compose a title for a story or picture
15. Listen and respond to sounds and sights of storytelling.
16. Select answers to questions listened to/viewed/read.
17. Present information orally, in sequence and with clarity.
18. Listen to rhythmic prose and poetry for enjoyment.
19. Become acquainted with Caldecott Award Books - different media used for illustrations and noted artists.

Production

20. Make a picture based upon ideas in a story.

LIBRARY AND INFORMATION SKILLS - Grades 2-3

REINFORCE all previous concepts and provide Media Center Orientation for all new students.

The student will:

Media Center Orientation

21. Check out materials properly, without assistance.

Organization of Resources

22. Find "easy" materials correctly.
23. Locate fiction and non-fiction collection.
24. Locate newspapers and magazines.
25. Locate card catalog.
26. Locate encyclopedias.
27. Locate filmstrips, records, video cassettes, kits, filmloops, etc.

Selection of Resources

28. Select materials appropriate to student's reading level.
29. Choose a simple dictionary.
30. Distinguish between the content of a fiction and non-fiction book.

Utilization of Resources

31. Identify a book's author, title, and illustrator.
32. Alphabetize to second letter of all words including author's last name, titles, etc.
33. Use a book's table of contents.
34. Use filmstrip, filmloop, overhead, opaque, and slide projectors.
35. Operate a filmstrip viewer and slide previewer.

Literature and Information Skills

36. Identify main idea in fiction and non-fiction.
37. Identify a sequence of events in fiction and non-fiction.
38. Find specific information by using pictures and filmstrips.
39. Interpret simple pictorial maps and graphs.
40. Skim to find a word, name, date, phrase, sentence, idea, of specific answer to questions.
41. Exchange ideas through discussion.

Production

42. Make a tape recording.
43. Enlarge picture using overhead and/or opaque projector.

LIBRARY AND INFORMATION SKILLS - Grades 3-4

REINFORCE all previous concepts and provide Media Center Orientation for all new students

The student will:

Organization of Resources

44. Find different categories of books according to the Dewey Decimal System.
45. Locate the vertical file.
46. Locate microfilm reader and microfilm.

Selection of Resources

47. Choose a dictionary to find the meaning of a word.
48. Distinguish between the content of a dictionary and of an encyclopedia.
49. Select correct volumes of an encyclopedia by using the index to locate specific information.

Utilization of Resources

50. Alphabetize to third letter of all words including author's last name, titles, etc.
51. Identify parts of a book.
52. Use card catalog to find call numbers.
53. Use vertical and picture files to obtain pamphlets, pictures, clippings, etc.

Literature and Information Skills

54. Use a book's table of contents to locate information.
55. Use a specialized book to locate a specific fact.
56. Summarize simple information.
57. Use index in books to locate information.
58. Use definition located in a dictionary.
59. Identify key words and key phrases in a reference work.
60. Use guide words in dictionaries, encyclopedias, and other reference books.
61. Answer specific and purposeful questions simply and without copying.
62. Distinguish among various genre of literature (science fiction, biography, folk tales, etc.).

63. Become acquainted with authors and their works.
64. Begin to evaluate books for quality.
65. Recall, summarize, and paraphrase what is listened to and viewed.
66. Become acquainted with the Sequoyah Children's Book Award program.
67. Listen to various types of prose and poetry.

Production

68. Construct a simple map floor plan of the Media Center.
69. Construct a model story book with a cover title page, author statement, front, back, spine, table of contents, copyright date, publisher.
70. Construct a "handmade" transparency.
71. Construct "write-on" filmstrips and slides.

LIBRARY AND INFORMATION SKILLS - Grades 5-6

REINFORCE all previous concepts and provide Media Center Orientation for all new students.

The student will:

Organization of Resources

72. Identify correct placement of books using Dewey Decimal System.
73. Locate atlases, almanacs, and other reference materials.
74. Locate indexes to magazines.

Selection of Resources

75. Select correct materials for a specified topic.
76. Select magazines for specific purposes.

Utilization of Resources

77. Use magazine indexes.
78. Alphabetize authors, titles, etc. to the end of words.
79. Use call numbers to find all resources.
80. Identify and state the purpose of the basic information on a catalog card--author, title, subject, call number, series, copyright date.
81. Identify the sections of a newspaper and describe each one.
82. Use microforms.
83. Use video cassette recorder.
84. Use microcomputer.

Literature and Information Skills

85. Use encyclopedias, atlases, almanacs, specialized dictionaries, telephone directories.
86. Find words in a Thesaurus.
87. Write a simple outline.
88. Compile a simple bibliography.
89. Take notes using simple procedures.
90. Identify topic sentence.
91. Present research in written or oral form.
92. Develop critical viewing skills.
93. Become acquainted with Newbery Award books.

Production

94. Make a "machine-made" transparency, using thermal color.
95. Illustrate a presentation with pictures using slide or self-taken photographs, using simple cameras.
96. Make a video cassette tape.

LIBRARY AND INFORMATION SKILLS - Grades 7-8

REINFORCE all previous concepts and provide Media Center Orientation for all new students.

The student will:

Organization of Resources

97. Locate reference materials related to specific subject areas or courses, e.g., Atlas of the American History, Current Biography, Reader's Encyclopedia of World Literature, Webster's Geographical Dictionary, World Almanac, etc.

Selection of Resources

98. Select correct index for a specified purpose, e.g., Abridged Reader's Guide, Granger's Index to Poetry, Play Index.
99. Distinguish between the contents of specialized subject dictionaries, encyclopedias, etc. including foreign language dictionaries.
100. Select suitable source for information on a living person.
101. Select source for quick summaries of facts.
102. Select source for short, factual articles.
103. Select source for identification of quotations, e.g., Bartlett's Familiar Quotations.

Utilization of Resources

104. Use cross references in card catalog.
105. Use general reference works.
106. Use reference works related to specific subject areas.
107. Identify and use the appendix in a book.

Literature and Information Skills

108. Paraphrase or summarize information using more than one source.
109. Use bibliographies to aid in locating information.
110. Skim effectively to get an overview of material.
111. Compile a bibliography following a specified style.
112. Prepare a story board.
113. Take notes using prescribed, standardized procedures.
114. Outline information in a topic or sentence outline

115. Infer facts and ideas in a reading.
116. Become familiar with award winners and notable books.

Production

117. Prepare a detailed report using audio visual aids.

LIBRARY AND INFORMATION SKILLS - Grades 9-10

REINFORCE all previous concepts and provide Media Center Orientation for all students who will be using the materials and equipment of the center.

The student will:

Organization of Resources

118. Locate alternate and specific reference materials related to specific subject areas or courses. See specialized reference bibliography.

Selection of Resources

119. Identify proper sources for information on specified subjects , e.g., Oxford Companion to English Literature.
120. Select suitable print and non-print materials for specified subjects.
121. Select readings that are authoritative, current, useful, etc.
122. Select readings that present alternate points of view, e.g., Editorials on File.
123. Select suitable biographical sources for persons living or dead, e.g., Dictionary of American Biography, Contemporary Authors.

Utilization of Resources

124. Use selected sources available to collect information for specified subject.
125. Obtain and use materials from local public and academic libraries.

Literature and Information Skills

126. Compare figures in maps, graphs, statistical tables to make generalizations, to infer, and to draw conclusions.
127. Use specialized reference materials to develop and support research and select data bearing on a specific problem, e.g., Statistical Abstract of the U.S.
128. Use preface, chapter headings, indexes, and cross references in materials as research aids.
129. Evaluate material for accuracy and appropriateness.
130. Recognize digressions from the main idea of a subject.

131. Select relevant information for a given purpose from within content of material.
132. Skim to find material relevant to a topic.
133. Distinguish between factual and emotional writing.
134. Distinguish between fact and opinion.
135. Prepare and understand the construction of footnotes.
136. Use formal outline to organize information from reading selections and to aid in recall.
137. Identify unsubstantiated statements.

Production

138. Present a detailed report using multi-media approach, e.g. slide/tape presentation.
139. Program a microcomputer.
140. Create and edit multicamera video productions.

LIBRARY AND INFORMATION SKILLS - Grades 11-12

REINFORCE all previous concepts and provide Media Center Orientation for all students who will be using the materials and equipment of the center.

The student will:

Organization of Resources

141. Locate alternate and specific reference materials including periodicals, that present liberal or conservative points of view, that are limited in scope, or in which the sequence is unusual and related to a theme.

Selection of Resources

142. Select materials identified in subject bibliographies, bibliographic appendices, footnotes, and quotations.

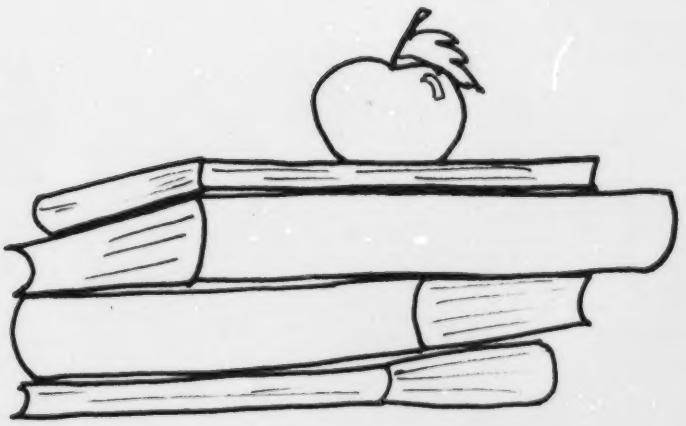
Production

143. Utilize graphics and sound in microcomputer programming.

The number of students working with these objectives is to be determined by individual interest and availability of equipment.

ELEMENTARY-

JUNIOR HIGH UNITS



We wish to express our appreciation to the Pulaski County Special School District for sharing their Media Guide. Many of the Elementary/ Junior High ideas and activities have been adapted and/or reprinted for use by Oklahoma library media specialists. The reprinted pages have been marked by the symbol (~) at the top of the page.

Reprinted and adapted with permission from Teaching Literary and Media Skills: K-6, A Guide for Elementary Media Center Directors. Pulaski County Special School District, Little Rock, Arkansas, August, 1979.

ORIENTATION

OBJECTIVES:

Students will:

1. Identify the media staff, the areas of the center and the types of materials housed there.
2. Identify the media center as a busy, friendly, "fun" place in which a variety of activities are taking place at the same time.
3. Demonstrate acceptable behavior during media center visits.
4. Show responsibility for borrowing and returning materials.
5. Demonstrate proper procedure in selecting, checking out and returning materials.
6. Demonstrate proper procedure in using a listening center.
7. Recognize and recall "do's" and "don'ts" of book care.
8. Exhibit individual responsibility in care and handling of books.
9. Listen, assimilate information and draw accurate conclusion to a story.
10. Organize events in story into beginning, middle and end.
11. Operate equipment: cassette players/recorders, record players, projectors and cameras appropriate to ability level and task.

GLOSSARY:

A. Media Center - a place where students and teachers can find books, software and equipment to use in subject planning and study and also for enjoyment.

B. Media Center Specialist - certified person who helps children and teachers learn to use and enjoy the media center.

C. Media Center Clerk or Aide - person who helps Media Center Specialist.

D. Circulation Desk - area where materials and books are checked out and returned.

E. "Easy" Books - books with many pictures and large print, written especially for children.

F. Annotation - a short summary or note telling what a book is about or what it contains.

G. Copyright Date - the date on which the right to produce, publish or sell a literary or artistic work is granted by law.

H. Publisher - the company that prints a work after it is written by the author.

I. Call Number - address of a book; used to give books a special place (or home) on the shelf of a media center.

ACTIVITIES/SUGGESTIONS:

1. Tour the media center with students, reviewing location of various materials and books appropriate to group involved.

2. Introduce/review circulation system, using transparency or large tag board borrower's cards. Student samples are included.

3. Share with kindergarten students a book about a visit to the library. Suggested Source: Quiet! There's a Canary in the Library by Don Freeman.

4. Prepare slide series or video-tape of library arrangement. Involve students in production, if possible.

5. Draw floor plan of library media center.

6. Review library procedures with first graders by sharing a filmstrip about what is an appropriate response to series of problems or situations. Suggested Source: What Do You Do, Dear? by Sesyle Joslin, sfs. Weston Woods, or Glad Book, Sad Book by Allen Sugden. Long Filmslide Service.

   Afterwards ask questions like:
   a. What do you do, dear, when you check out a book?
   b. What do you do, dear, when you need a bookmark?
   c. What do you do, dear, when you aren't through reading a book but it is due?

7. For third and fourth grades, place in a bag questions on cards concerning parts of a book, library rules, etc. Also include borrower's card, bookmark, catalog cards, book pockets and any other appropritae items. In small groups have one student at a time select one item or card from bag and answer question or explain object.

8. Share with second and third grade students a filmstrip on appropriate school behavior. Suggested Source: "Carelessness and Vandalism," Being a Good School Citizen Series, sfs. Learning Tree, 1980.

9. If rules are posted in library media center, they should be written in a positive way.

10. Take pictures/slides of students using library media center. Use for orientation and/or PTA, Open House, etc.

11. Draw unlabeled floor plan of library media center on old bed sheet. Have students walk around and label location of various media by placing paper labels on floor plan.

12. Timed Orientation Game. Write questions and numbers on cards, for example:
    a. Where is the check-out desk?
    b. Where do you return books?
    c. Where are the magazines?

    Give students a number, pull questions out of bowl. Student with that number has 30 seconds to answer the question.

13. Prepare _____ Bookworm, inserting name of school mascot to enlist some school spirit into citizenship activity. For example: "The Tuttle Tiger Bookworm" and use tiger colors. Make signs for each section stating a desirable behavior. Use as a bulletin board display.

14. Introduce storybooks. Read aloud several and identify characters who are essential to the stories. Discuss the meaning of character(s) [the person(s) a story is written about]; sometimes, in a fantasy story, the character(s) may be animals [as in Curious George].

    Suggested stories:
    a. Angus and the Cat by Marjorie Flack.
    b. Corduroy by Don Freeman.
    c. Curious George by H. A. Rey.
    d. Harry, the Dirty Dog by Gene Zion.
    e. Mike Mulligan and His Steam Shovel by Virginia Lee Burton.
    f. Swimmy by Leo Lionni.

15. Discuss circulation procedures with students. Remind them that:
    a. materials are borrowed.
    b. materials belong to all of us.
    c. taking good care of borrowed materials is part of being a good media center helper.

16. Show a filmstrip about how to make a book. Suggested Sources:
    a. "Story of a Book," Literature for Children, Series 1, sfs. Pied Piper Productions. Grades 3-6.
    b. How a Picture Book is Made: The Island of Skog, sfs. Weston Woods.

17. Introduce the parts of a book and a catalog card according to the maturity of the group.

    Parts of a book:
    a. title page

b. table of contents
c. index
d. preface
e. introduction
f. glossary
g. spine
h. label

Parts of a catalog card:

a. call number
b. author
c. title
d. subjects
e. illustrator/illustrations
f. publisher
g. copyright date
h. number of pages
i. annotation
j. tracing

18. Introduce alphabetical order according to maturity of group. Prepare a bibliography of media center's holdings of alphabet books. Have kindergarten - first grade students prepare Alphabet Footprints and place in order.

19. Prepare sequence activities to demonstrate the parts of a story - beginning, middle and end. Mount Sunday comics on tagboard, laminate, cut apart and have students place segments in order.

20. Use Harry, the Dirty Dog by Gene Zion to introduce "drawing conclusions" to second graders. Read aloud the story, stopping at appropriate events and ask students to supply conclusions to actions taking place.

    Make a tape of very short open-ended stories for use by a small group of students in learning center. After listening to a story, the students will stop the tape to discuss possible outcomes, then will hear conclusion of story.

21. Read aloud the story, Too Much Noise by Ann McGovern or show a filmstrip of Drummer Hoff by Barbara Emberley. Have the students recall events in sequence.

MEDIA CENTER RULES

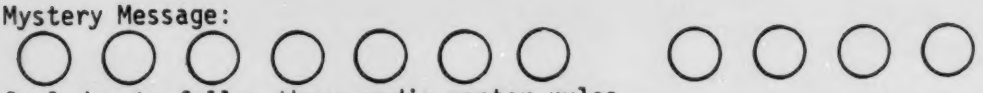
Directions: Fill in the blanks with one of the following words:

nice book ask listen room leaving
walk quietly chairs date due two

1. ____, instead of run, when visiting the library.
2. You do not have to be silent in the library but speak ____.
3. When the library teacher is talking during library class, please ____ and then raise your hand when you want a turn to talk.
4. Only one student at a time sits on our special orange ____. Places cannot be saved.
5. Kindergartners and first graders check out one book. Second through fifth graders can check out ____
6. When checking out books, please sign both your name and ____ number.
7. Please do not lose your ____ ____ slip. If it accidently happens, please write your name on a piece of paper and put it in the book pocket.
8. Please use ____ marks when reading. Only take one for each book from our special bookmark holder.
9. Only one door in the library is used for entering and ____.
10. Please be ____ to other boys and girls who are using the library. Keep your hands to yourself and say only kind things.
11. If you haven't finished reading your book before it is due, please ____ to have it renewed.

Directions: Copy in the circles the letters that are in the circles on the previous page.

Mystery Message:



I pledge to follow these media center rules _____
Your name

(Adapt rules to match your own Media Center situation.)

ANSWER: W E L C O M E B A C K

☼
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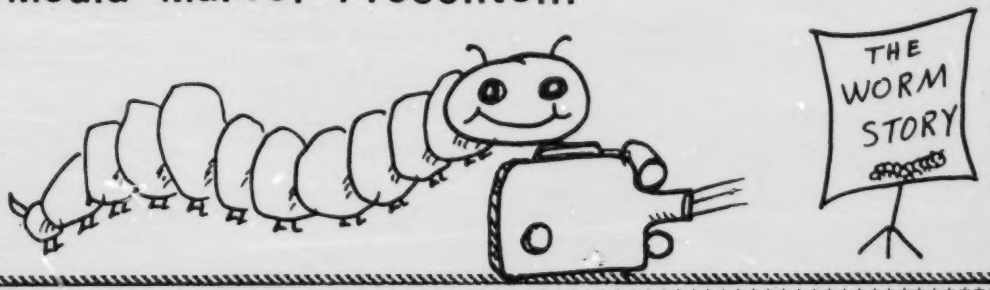
AUTHOR	
TITLE	
Date Due	Borrower's Name

AUTHOR	
TITLE	
Date Due	Borrower's Name

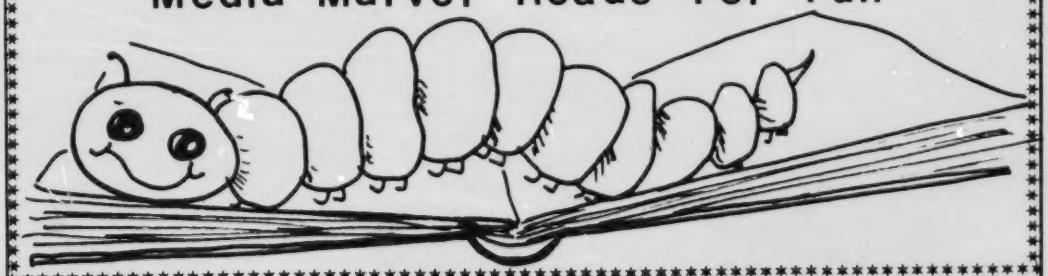
BOOKMARKS

Once upon a time...

Media Marvel Presents...



Media Marvel Reads For Fun



Media Marvel Finds Information

ANIMAL STORIES

OBJECTIVES:

Students will:

1. Distinguish between fiction and non-fiction animal stories.
2. Compare different types of animal stories
   a. Realistic animal fiction--animals with animal qualities.
   b. Fantasy animal fiction--animals as animals, but talking like people.
3. Locate animal story print and non-print materials in card catalog (subject, author and title) and on the shelves.
4. Locate animal stories in the card catalog emphasizing subject headings.
5. Operate equipment: cassette players/recorders, record players, projectors, and cameras appropriate to ability level and task.

ACTIVITIES/SUGGESTIONS:

1. Recognize authors of animal stories--Fantasy: Michael Bond, Beverly Cleary, Roger Drury, Roger Duvoisin, Syd Hoff, Janice, Rudyard Kipling, Robert Lawson, Bill Peet, Beatrix Potter, H. A. Rey, Tomi Ungerer, Bernard Waber, E. B. White and Gene Zion.
2. Select and present film/filmstrip illustrating the members of the animal kingdom in children's literature. A suggested source is: "Animals," Literature for Children, Series II. sfs, Pied Piper Productions. Grades 3-6.
3. Complete Animal Safari worksheet--a beginning encyclopedia activity that is included.
4. Make diorama for favorite animal book or favorite animal character's habitat.
5. Keep a journal for a toy animal.
6. Have a literary pet show. Devise categories and award prizes for Best-in-Show, etc. The "pets" may be puppets or paper maché critters.
7. Play Media Marvel's Lotto Game. Devise other learning games for Media Marvel.
8. Make an animal alphabet book using favorite animal characters: Alexander, Broderick, Chester, Dandelion, etc.

9. Collect paw prints. Use pictures or student drawings for bulletin board or class-book. Make plaster impressions of actual prints and display.

10. Learn literature related songs. Suggested source: Story Songs by Carmino Ravosa. Learn "Anatole" and "Peter Rabbit."

11. "How did you learn? Draw a picture. Tell a story. Seek and find. Do something new. Share what you learned. How did you do?" Use pages 127-130 of Touching, Living, Growing . . . Elementary Social Studies, Oklahoma State Department of Education.

12. Critter report! Reshape the traditional report. Cut paper into desired animal shape. Staple several together using construction paper for covers. Prepare title page to be completed by students and allow space for facts to be reported. Fish report pattern is included.

13. Read Finders Keepers by Will and Nicolas. Provide each student with Finders Keepers color sheet. Color and cut picture into about five sections (students decide where to cut) to form a puzzle. Provide or make envelopes in which to take home the puzzle. Tell the children that they may cut the pieces smaller to make the puzzle more difficult if they wish after they take the puzzle home. [Sketch picture of dogs for coloring sheet.]

14. Collect animal analogies, e.g.,

    a. Horned Lizard is to a rock as monkey is to a tree.
    b. Buck is to fawn as gander is to gosling.
    c. Bark is to dog as chirp is to cricket.
    d. A whale is to a minnow as an elephant is to a mouse.

15. Read Make Way for Ducklings by Robert McCloskey. Cut large mother duck and several ducklings from paper. Use white paper for mother and yellow paper for ducklings. Have students draw an outline of their hand on construction or writing paper and cut out. Glue these hand prints to the outline shapes of mother and ducklings to form "feathers". Add green grass to create a mural.

16. Write a complete sentence or paragraph telling a solution for one of the following situations:

    a. You were being followed by a gorilla.
    b. A box of kittens was given to you as a birthday gift.
    c. While you were "sitting" your best friend's aquarium, one of the fish ate all of the other fish.

17. Story starters:

    a. The alligator opened his jaws wide . . .
    b. A tall giraffe ran down Main Street . . .
    c. Strange muddy paw prints crossed the carpet and led up the stairs to . . .

18. Collect idioms:

    a. She won't come out of her shell.
    b. I saw the snake and almost jumped out of my skin.

19. Compile a list of animal/habitat related compound words: rattlesnake, seashell, starfish, etc.

20. Read Clifford, the Big Red Dog by Norman Bridwell. Use pattern and make a kennel full of Cliffords.

21. Enlarge Clifford pattern and cut ug from red "fur".

22. Read Corduroy by Don Freeman. Use brown and green construction paper. Have each student make his/her own Corduroy. Pattern is included.

23. Use "Animal Data Chart" to list important facts discovered about animals while reading. Sample is included. For additional information on organizing reports, read "Data Charts: A Crutch for Helping Pupils Organize Reports," by Gary R. McKenzie. (Language Arts, October 1979, pp. 784-788.)

24. Write a pet's biography. Illustrate and make into a book to share.

25. Prepare rhyming pairs and let students write definitions. For example: funny - bunny, a humorous rabbit.

26. Form a literature-related animal fan club. Suggested name for club is: "Frog and Toad Fan Club". Order Frog and Toad Fan Club membership cards from Harper and Row Publishers, College Department, 10 East 53rd Street, New York, NY 10022 ATTN: Publicity. Send a copy of Fan Club letter home with participating students for parents to sign and return. A sample letter is included. Show "Arnold Lobel," Meet the Newbery Author Series, sfs. Random House/Miller Brody.

NOTES

FROG AND TOAD FAN CLUB

_____ Elementary Library

Dear Parents of Second Graders:

Every school year I have a special project I like to do with our second graders. Harper Publishing Company has furnished free for us Frog and Toad Fan Club membership cards. Your child can earn one of these cards by reading all three books about Frog and Toad by Arnold Lobel that are listed below.

In library class this week we saw a filmstrip about Arnold Lobel and his life. Now your child needs to READ TO YOU ALOUD each of the titles listed below to earn a fan club membership card. Even if your child has read any of the three books before, please have him/her read them again for this project. Sign your name in each of the three places designated for you and have your child return this sheet to me with your signatures on it. I will then give your second grader the membership card.

This project will last until the end of this school year. Happy reading with your child! Thank you for your assistance . . . .

Your child's Librarian,

My child has read to me FROG AND TOAD ARE FRIENDS by Arnold Lobel.

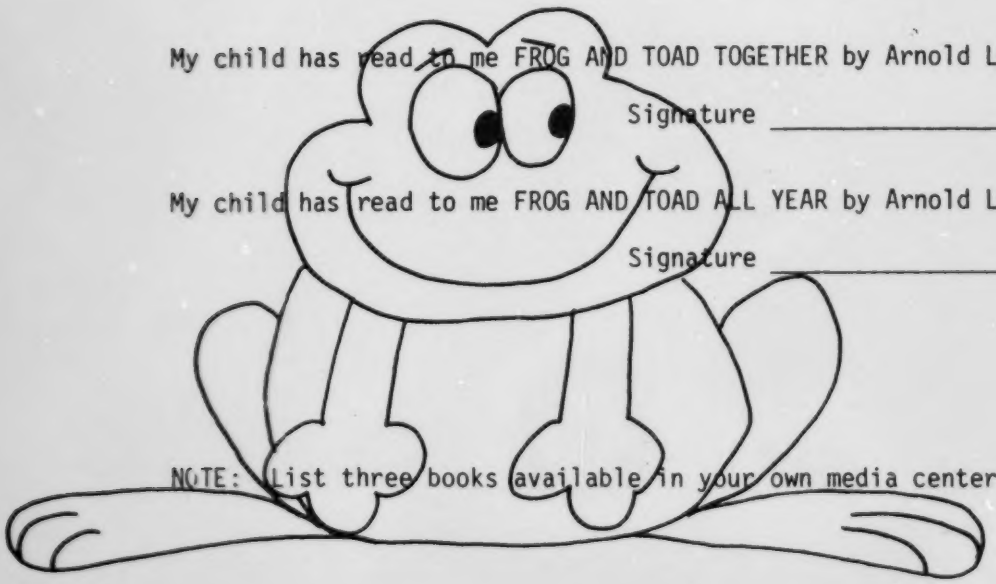
Signature _____

My child has read to me FROG AND TOAD TOGETHER by Arnold Lobel.

Signature _____

My child has read to me FROG AND TOAD ALL YEAR by Arnold Lobel.

Signature _____



NOTE: List three books available in your own media center.

INTRODUCING ANIMAL BOOKS TO YOUNG CHILDREN[☼]

1. Select a good read-a-loud book. Alligator by Evelyn S. Shaw works well because it is not too long, has realistic as opposed to artsy illustrations and contains a minimum of adjectives.
2. Before reading the story, have the children state some things they would like to find out about the animal. List these on the overhead, chart paper or chalk board for later reference.
3. Read the book stopping to discuss the content whenever it seems appropriate.
4. Next refer to the list of things children wanted to find out about the animal. Have children identify the questions that the book answered.
5. Ask children additional questions about the animal to check their recall and comprehension.
6. Have each child select a true animal book or audio visual material. Children who are reading could read their own selection. A parent or an older student could be asked to read to children who are not able to read their selection.
7. Have each child record some information he or she found. Use picture symbols to aid non-readers. See sample below.
8. Have each student share his/her book with a friend, using the information on the form below.

_____
Title

_____
Author

Where does the animal live? _____

How does the animal travel? _____

What does it eat? _____

Who are its enemies? _____

[☼]"Permission to reprint granted by Montgomery County Public Schools, Rockville, Maryland."

Name _____

ANIMAL SAFARI

1. Physical description
   A. Size _____
   _____
   _____
   B. Shape _____
   _____
   _____
   C. Color _____
   _____
   _____
   D. Skin _____
   _____
   _____
2. Habitat
   A. Home _____
   _____
   _____
   B. Food _____
   _____
   _____
   C. Family _____
   _____
   _____

3. Adaptations

A. Enemies _____

_____

_____

B. How the animal protects itself _____

_____

_____

C. Use by man _____

_____

_____

4. Bibliography

A. Regular book _____

_____

B. Science encyclopedia _____

_____

C. General encyclopedia _____

_____

ANIMAL DATA CHART

Name_____ Animal_____	What does your animal look like? (size, shape, color, skin, etc.)	Where does your animal live in the world?
Author: Title: Publisher: Date:		
Author: Title: Publisher: Date:		
Author: Title: Publisher: Date:		

ANIMAL DATA CHART

What does your animal eat?	Who are your animal's enemies and how does your animal protect itself?	How do people use your animal?

H O G W A S H - A theme on "Pigs" using children's books*

Introductory Remarks:

The following list of materials and activities are only a sample of some of the things which can be used in developing a "Pig" theme with the students in the elementary school. This unit was used with a fourth grade class, but could be adapted for other grade levels. If possible purchase a class set of "Mostly About Pigs" by R. H. Horwood, published by Macmillan of Canada. This booklet is an excellent source of ideas for such a unit, and also provides much information needed if the children are doing any research on this topic.

Initiating the theme:

1. Collect all materials on "pigs" and arrange "pig" display in the library.

2. Choose one of your favorite "pig" stories to introduce the theme to the students.

Activities: (To be used in any order)

1. Involve the students in a brainstorming session about "pigs." Categorize their ideas into headings such as appearance, habits, uses, etc.

2. Encourage students to bring in pictures, poems, stories, and models of pigs for display. (Use public library or neighboring schools as another source of books.)

3. Do a comparison of "The Three Little Pigs" and "Three Big Hogs." Produce into a play to share with other classes.

4. Teach pig songs:

    a. "Sally the Pig" found in the book called Bananas in Pyjamas by Carey Blyton, published by Faber & Faber, Ltd.
    b. "The Sow Got the Measles" found in the book called The Carousel Book of Folk Songs by Edith G. Stull, published by The L. W. Singer Co.

5. Have students make up their own crossword puzzles about pigs.

6. Use the movie called "Pigs" - released in Canada by Educational Film Distributors. A good follow-up to this is art and creative writing.

7. "Pig" vocabulary - list words needed for writing poems and stories - display words on the shape of a pig.

8. Design a research project suited to the age level and interests of the students. Take ideas from the flow-chart and prepare questions.

9. Introduce or review the "limerick" and then write pig limericks. (Example on pages 16 to 32 of The Limerick Book by Miriam Troop, published by Grosset & Dunlap.)

10. Use the book called Poems Make Pictures by Giose Rimanelli and Paul Pimsleur, published by Pantheon Books, to make poetry in the shape of a pig, or The Book of Pigerics by Arnold Lobel. Harper, 1983.

11. Teach the children how to conduct an interview. Have them prepare questions and then take them to visit a "pigery" where they can interview the owner. Other students could tape record the "sounds" of the animals at various times (i.e., during eating, etc.).

12. Arrange a visit to the meat department of your local grocery store. Interview the butcher to find out about "pork" as sold in the food stores.

13. Using the book If Eggs had Legs by Lisl Weil, published by Doubleday & Company, Inc., have children design a "wig for a pig." Display a bulletin board entitled "What if Pigs had Wigs?".

14. Have the students write stories such as:

    How pigs got curly tails.
    Why pigs love mud.
    Why pigs are fat.

    Compile all their stories into a pig anthology.

15. Prepare a class recipe book on "pork". Each student can bring in their favorite recipe. Duplicate the recipes, put into a booklet, create a title, give to each family.

16. Do a novel study of Charlotte's Web by E. B. White or Pinch by Larry Cullen. These titles are also suitable for read-a-louds to the whole class.

17. Write to an author such as William Steig or Robert Newton Peck. Find out about their interest in pigs.

18. Allow the children to design and make their own pig "bookmark" - then laminate.

19. Discuss the contests of "greased pigs" as held at country fairs.

20. Discuss "piggy banks"; possible origin; collect samples; design one using old plastic containers.

21. Talk about expressions we use such as -- "as dirty as a pig" -- "as fat as a pig".

22. Draw a pig. Make it hilarious by exaggerating one part of its body; i.e., an extra long snout, unusual ears, long tail, etc.

23. Read the story Apple Pigs by Ruth Orbach, published by Collins. Let the children make the pigs from the instructions given on the last page of the book.

24. Using the book In Riddles and Rhymes and Rigamaroles by John Cunliffe, published by Andre Deutsch, tell the story of "Old Mother Turvy and her Pig." Encourage the students to make up their own "drawing story" about a pig.

25. The theme may be concluded by the librarian inviting the students to a "Pig Fest" in the library. (See attached sample invitation) The format of the event could be as follows:

Pig Fest

a. Children can come dressed for the occasion by making a "snout" and a curly tail.

b. Use a movie or favorite pig story to begin the events.

c. Have an "Apple Hunt" for all the pigs. Paper apples are hidden and students are given three minutes to see who can collect the most. Prize can be a real apple.

d. Have a drawing contest called "Wigs for Pigs." Give a prize for the best designed wig for a pig.

e. Play "Pin the Nostril on the Pig's Snout" (like "Pin the Tail on the Donkey").

f. Sing some of the pig songs listed above.

g. Serve "pig corn" (popcorn) to each pig in a plastic cup. They must eat it without using their hands.

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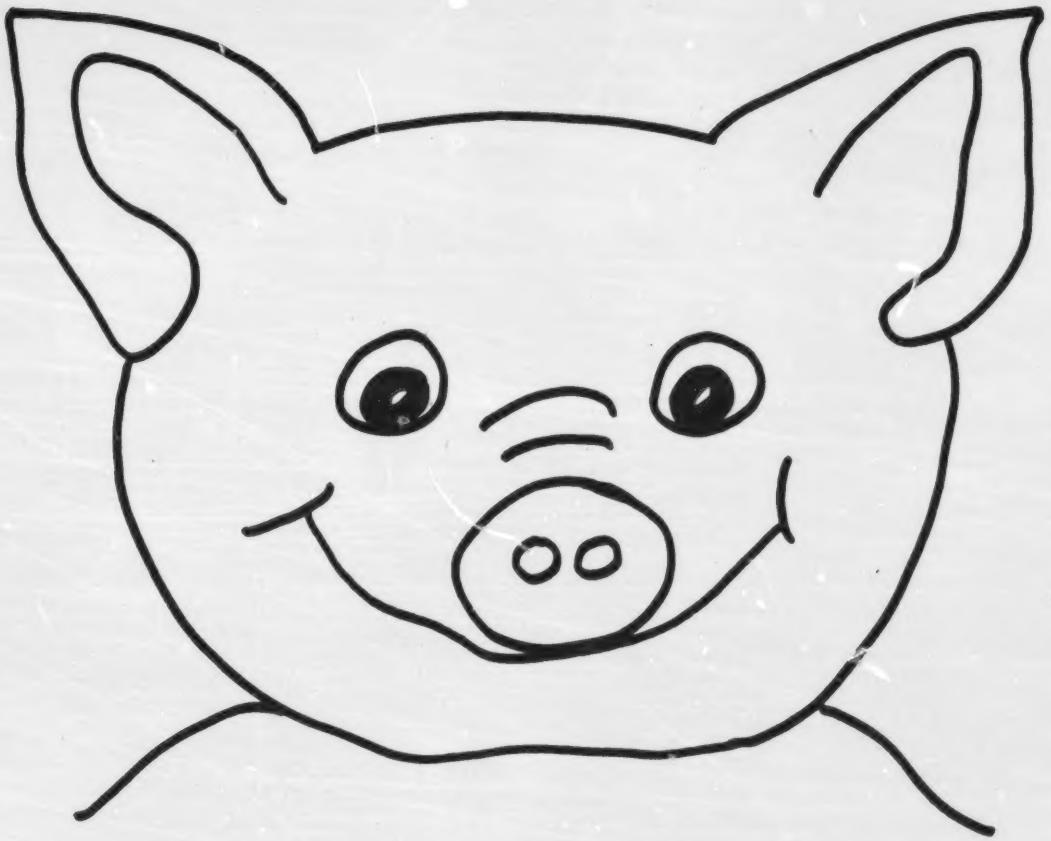
TO EVERYONE IN ROOM _____

FROM _____ Your librarian



YOU ARE INVITED TO COME TO A "P I G F E S T" IN THE LIBRARY ON _____ AT _____.

THERE WILL BE MUSIC, FILMS, STORIES, GAMES AND FOOD FIT FOR PIGS...

R. S. V. P.

MICE ARE NICE*

(A theme on "Mice" using children's books)

Introductory Remarks:

The following list of materials and activities are only a sample of some of the things which can be used in developing a "Mouse" theme with the students in the elementary school. This unit was used with a third grade class, but could be adapted for other grade levels.

Initiating the Theme:

1. The theme can be initiated from either classroom or library, but is most effective when pursued as a joint effort between teacher and librarian.

2. Before beginning the unit, collect all materials needed and place in a special location for use by the students involved.

3. Each day a "Mouse" story should be read to the children to build up their story repertoire and background of experience.

Activities:

1. Collect "mice" poems and prepare a small booklet for each student.

2. Encourage students to go individually to the public library and locate mice stories and poems to add to the collection.

3. Have a child bring in a "pet" mouse and explain about its habits, care, etc. If possible, weigh the mouse, measure its length, etc.

4. Write a list of "mouse" words for use in story writing.

5. Introduce the children to limericks; write them about mice.

6. Try shape poetry -- words written in the shape of a mouse.

7. Teacher or librarian can motivate the children to write mice stories by writing the first part of a story and have the children write sequels.

8. Using the autoharp for accompaniment, teach songs such as "Hickory Dickory Dock" and "Three Blind Mice" -- use as a round.

9. For art activities have children design an "imaginary" mouse.

10. Review meaning of "fiction" and "non-fiction," and introduce the children to the Dewey section containing information on mice.

11. Introduce encyclopedia containing information for research.

12. Design a research project on mice or other rodents.

13. Oral story time: tell how people act when they see a mouse; why people are frightened.

14. Talk about why elephants are afraid of mice; check validity of this statement.

15. Make a crossword puzzle on mice.

16. Write a story from the title "If I Were a Mouse."

17. Draw pictures to illustrate: What if? "Mice had lice"
"Mice ate rice"
"Mice wore dice"

18. After reading several books written by the same author, e.g., Leo Lionni or Edna Miller's "Mousekin" books, have the children write to the author to inquire about the interest in writing mice stories.

19. Using a novel such as Runaway Mouse by Beverly Cleary, have the classroom teacher read a chapter each day.

20. At the conclusion of the theme the librarian can invite the children to a "Mouse Party" in the library (see attached invitation). The format for the "Mouse Party" could be as follows:

Mouse Party

a. Students make their own costume for the party, i.e., headbands with ears, whiskers, etc. and tails pinned on.

b. Begin party by reading a story such as "All the Mice Came" by Robert Kraus or a story you have written yourself for the occasion. (Create a story about two mice who come to live in your library. Let the children be the illustrators of your book.)

c. Mouse songs can be sung.

d. Mouse games can include "Pin the Tail on the Mouse" and a "Cheese Hunt" in the library. (Use pieces of paper for cheese, scattered throughout the library, and give them a few minutes to see who can collect the most. The prize would be a "real" piece of cheese.

e. Have a drawing contest to see who can draw:

the strangest looking mouse
the smallest mouse
the thinnest mouse, etc.

f. During the party, plan to have a live "cat" pay a visit, or have your principal "growl" like a cat ofer the P.A. system. (The reaction is priceless.)

g. At the conclusion of the party, serve crackers and cheese to all the mice and send them off happily on all fours!

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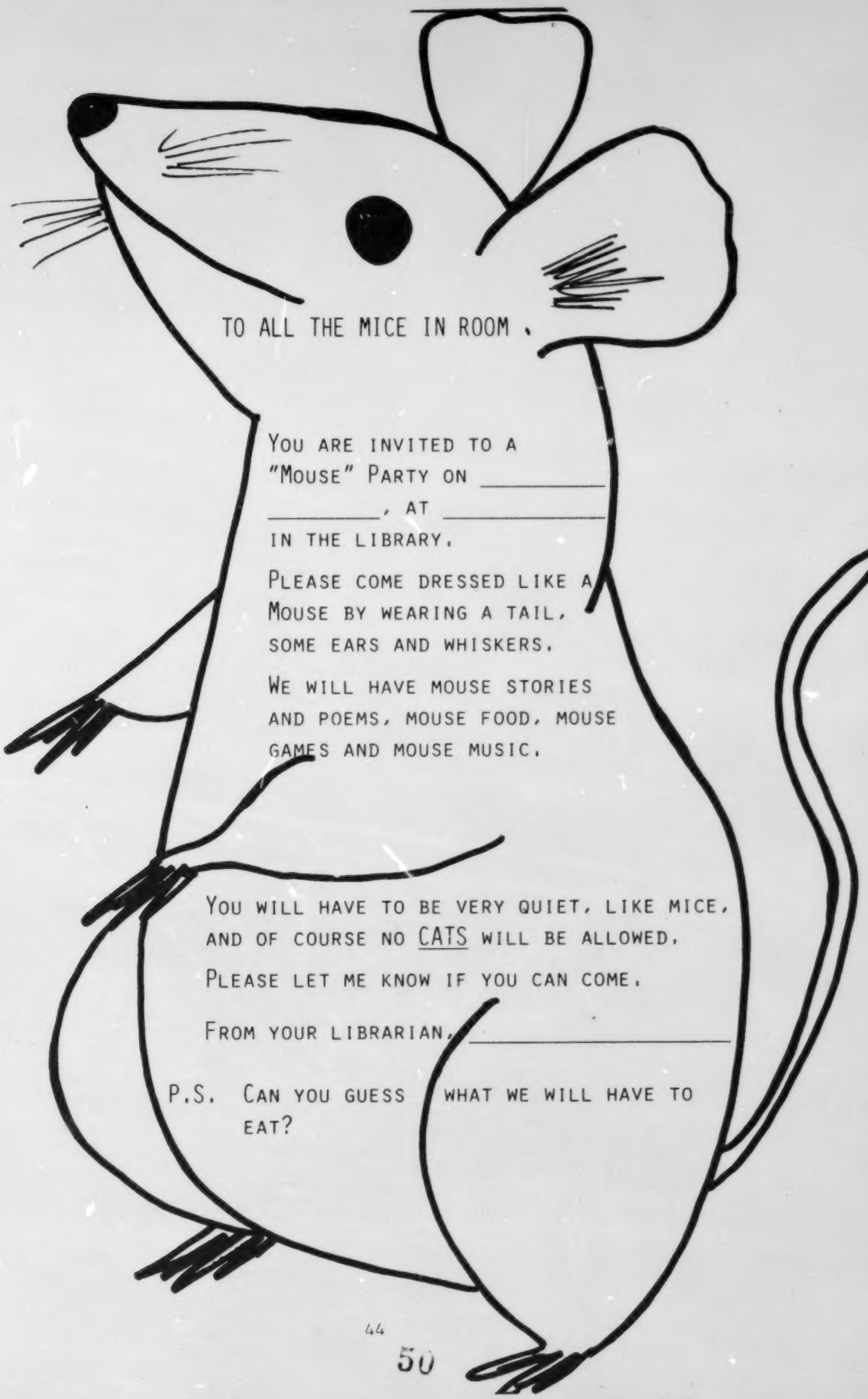


TO ALL THE MICE IN ROOM .

YOU ARE INVITED TO A "MOUSE" PARTY ON _____ _____, AT _____ IN THE LIBRARY.

PLEASE COME DRESSED LIKE A MOUSE BY WEARING A TAIL, SOME EARS AND WHISKERS.

WE WILL HAVE MOUSE STORIES AND POEMS, MOUSE FOOD, MOUSE GAMES AND MOUSE MUSIC.

YOU WILL HAVE TO BE VERY QUIET, LIKE MICE, AND OF COURSE NO CATS WILL BE ALLOWED.

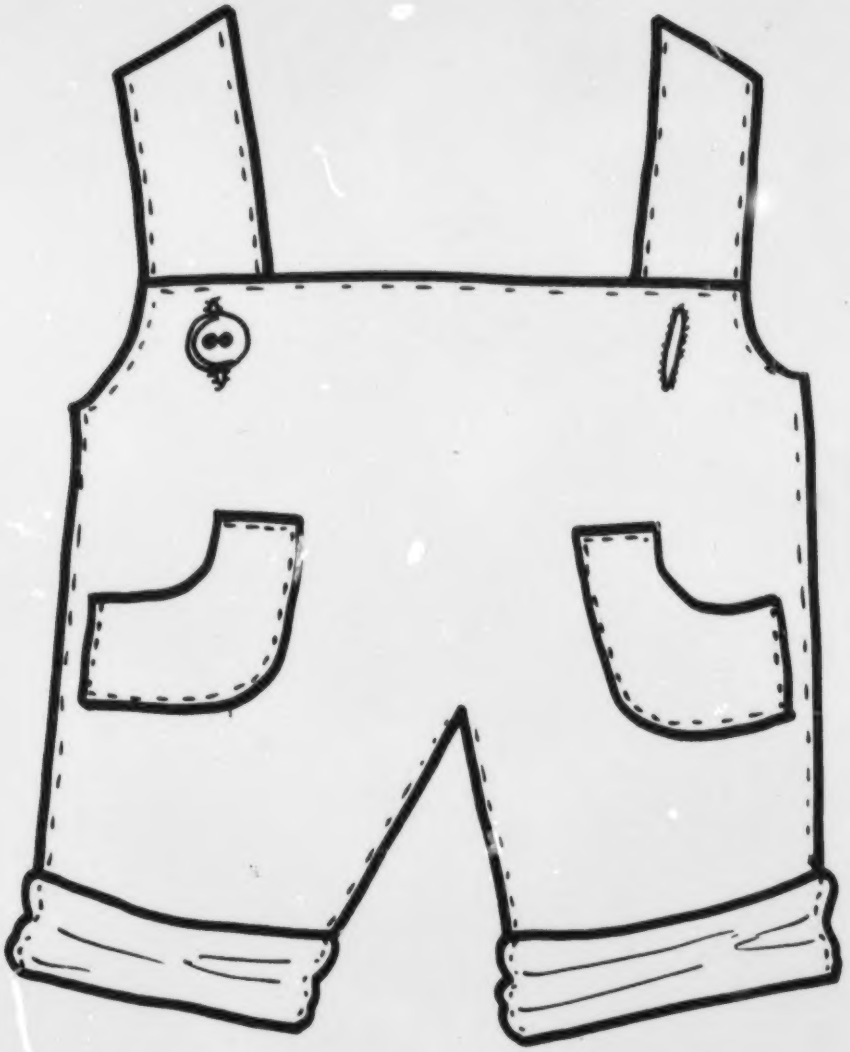
PLEASE LET ME KNOW IF YOU CAN COME.

FROM YOUR LIBRARIAN, _____

P.S. CAN YOU GUESS WHAT WE WILL HAVE TO EAT?

Bear pattern for Corduroy.

Overalls pattern for
Corduroy.



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Dog pattern for Clifford.

Color.
Cut 2-3 dog shapes. Glue together. Shape in hand to form a curved back so dog will stand when dry. Fold head and ears down.

Allow to dry.

Make Way for Ducklings Patterns.

Book title: _____

Written by: _____

Illustrated by: _____

Non-Fiction Report by: _____
(student's name)

This book is about _____

_____

_____

_____

_____

(Cut more fish and tell some important facts that you have learned. Use your own words.)

"Critter Report" pattern.

MEDIA MARVEL LOTTO GAME

OBJECTIVE: Reinforce Dewey decimal classification skills.

MATERIALS NEEDED: 5 sheets 8½" x 11" white posterboard or construction paper; 30 circles of red posterboard with 2" diameters; 1 green marker to draw circles or use green gummed circles with 2" diameters.

CONSTRUCTION DIRECTIONS: Color and laminate Lotto Game Board on posterboard. Draw or place green circles, varying the six classifications on each card.

GAME PLAY: This game is for two to five players.

1. Each player takes a gameboard. The circles are placed in a stack face down in front of the players.
2. The first player picks a circle. If he/she can match it with one of the Dewey decimal numerals on his/her card, the circle is placed on top of the numerals. If not, the student puts the circle back on the bottom of the stack and the next player takes his/her turn.
3. The first player to fill his/her card is the winner.

Mark the gameboards as shown:

1.
000-099
100-199
200-299
300-399
400-499
500-599

2.
200-299
300-399
400-499
500-599
600-699
700-799

3.
400-499
500-599
600-699
700-799
800-899
900-999

4.
000-099
200-299
400-499
600-699
700-799
800-899

5.
100-199
300-399
500-599
600-699
800-899
900-999

Print each of the following on three of the red posterboard circles.

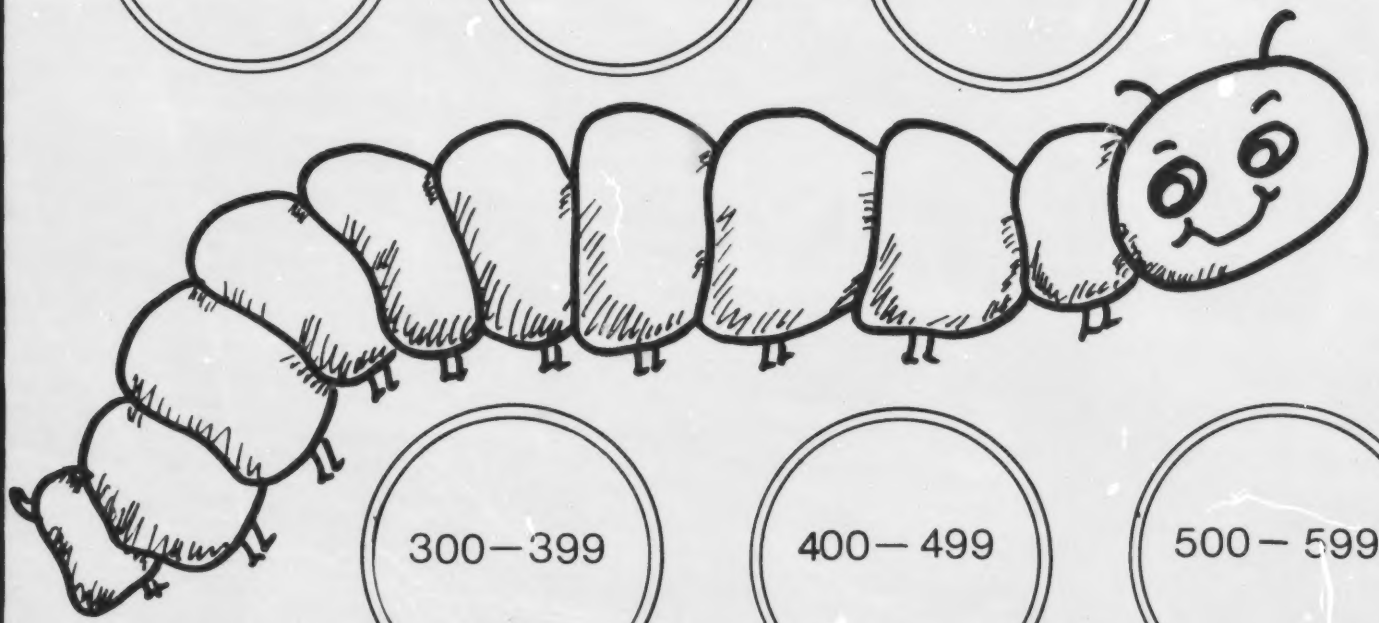
Social Studies
Religion
Pure Science
Literature
The Arts
Philosophy
History
General Works
Technology
Language

MEDIA MARVEL'S LOTTO GAME

000—099

100—199

200—299



300—399

400—499

500—599

FAIRY TALES/FOLKTALES

OBJECTIVES:

Students will:

1. Define folktale.
2. Recognize fairy tales as a type of folktale and both as forms of literature.
3. Recognize that the same fairy tale has been told or written in different ways in different countries.
4. Distinguish between fantasy and realism.
5. Locate fairy tale/folktale print and non-print materials in the card catalog (author, title, and subject cards) and on the shelves (398 and 398.2).
6. Use atlas index to locate specific continents and countries.
7. Use Webster's New Geographical Dictionary to find information on various countries.
8. Write original fairy tale/folktale.
9. Operate equipment: cassette players/records, record players, projectors and cameras appropriate to ability level and task.

ACTIVITIES/SUGGESTIONS:

1. Introduce unit with typical folktale. Suggested source: The Great Big Enormous Turnip, sfs. Weston Woods.
2. Investigate folktales and fairy tales. Compare characteristics and origins. Suggested soruces:
   a. "All About Folktales," Literature for Children, Series 8, sfs. Pied Piper Productions. Grades 3-6.
   b. "Fairy Tales," Literature for Children, Series 2, sfs. Pied Piper Productions. Grades 3-6.
3. Make stone soup. Suggested sources:
   a. Stone Soup by Marcia Brown.
   b. Stone Soup by Ann McGovern.
   c. Stone Soup, sfs. Weston Woods.

   Also refer to the Oklahoma Elementary Level Oklahoma Nutrition Education Training Guide, pp. F-13 to F-15.
4. Read a North American folktale. Suggested source: Arrow to the Sun by Gerald McDermott. Use finger paints and a long strip of butcher paper to make a mural.

5. Read/view folktale variations. Some suggested sources/examples are:

   a. Variations of Bremen Town Musicians: "Jack and the Robbers," sfs. Pied Piper.

   b. Variations of Red Riding Hood: Gunniwolf by Wilhelmina Harper; Liza Lou and the Yeller Belly Swamp by Mercer Mayer.

   c. Variations of Rumpelstilskin: Duffy and the Devil by Harve Zemach, a Cornish tale. Tom Tit Tot by Eveline Ness, English. "The Ogre Who Built a Bridge" in The Sea of Gold and Other Tales of Japan, Japanese.

   d. Variations of Gingerbread Boy: Gingerbread Boy by Paul Galdone. Journey Cake, Ho! by Ruth Sawyer. Johnny-Cake by William Stubbs.

   e. Take-off of Three Little Pigs: Mr. and Mrs. Pig's Evening Out by Mary Rayner.

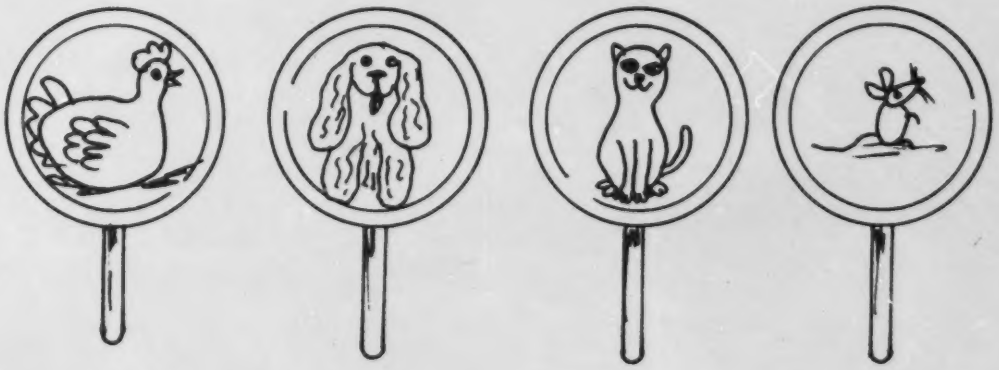
   f. Take-off of Goldilocks and The Three Bears: Deep in the Forest by Brinton Turkle.

6. Prepare FAIRY TALE JIG SAW. Use large cards and write title of fairy tale on top of card and an event that occurs in the tale on the lower half. Laminate and cut apart. Place in envelope for student/students to match.

7. Write an original fairytale. Remember the characteristics of a fairy tale:

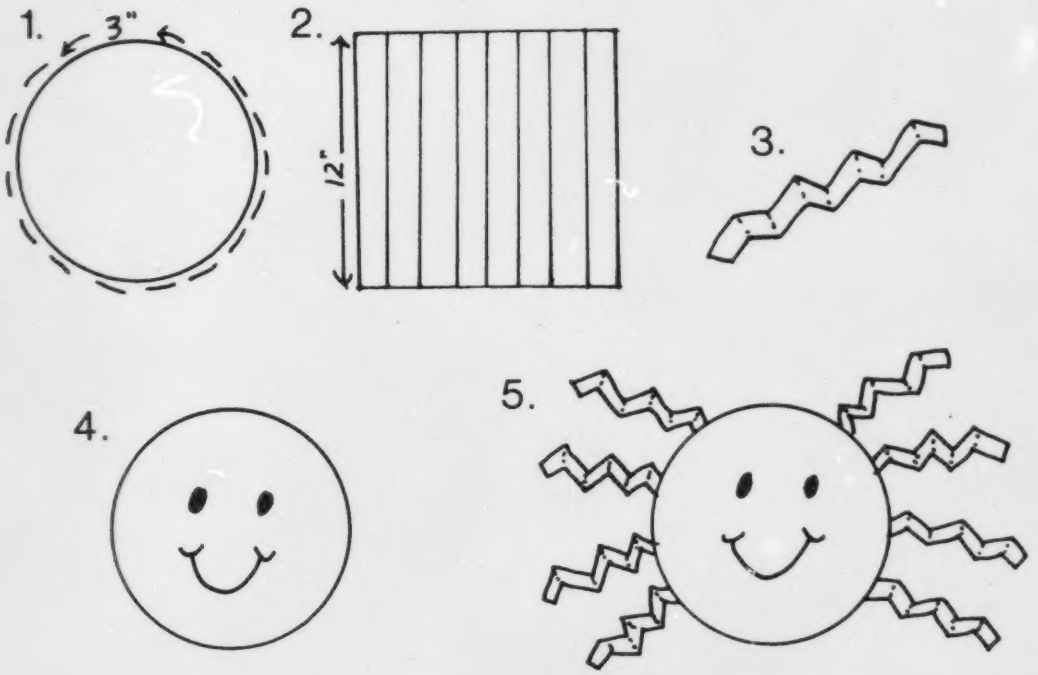
   "Once upon a time . . .,"
   Good and bad characters,
   Command -- if broken trouble will result,
   Happenings in 3's,
   Magic, and
   Happy endings.

8. Share Henny Penny by Paul Galdone. Provide paper plates, tongue depressors and crayons so each student may make a puppet of his/her favorite story character.



9. Read a story about a spider. Suggested source: Anansi the Spider by Gerald McDermott. Make Anansi. For each spider:

   a. Cut one 3" circle from black construction paper.
   b. Cut eight "legs" 12 inches long, 1/4 inch wide from black paper.
   c. Fold legs accordian style, then straighten.
   d. Use white crayon or chalk to draw Anansi's face on circle.
   e. Glue legs to circle.
   f. Attach piece of yarn for hanging.



GLOSSARY:

A. Folk Tale - a story that has been told and retold, passing down from one person to another and finally written down.

Write a Fairy Tale

TALL TALES

OBJECTIVES:

Students will:

1. Recognize tall tales as a form of literature.
2. Identify tall-tale heroes.
3. Locate tall-tale print and non-print materials in the card catalog (subject, author and title) and on the shelves. (398.2).
4. Recognize relationship between geographic regions and tall-tale characters.
5. Consider exaggeration as one form of humor.
6. Operate equipment: Cassette players/recorders, record players, projectors and cameras appropriate to ability level and task.

ACTIVITIES/SUGGESTIONS:

1. Read about Kemp Morgan, Oklahoma's own tall-tale hero. Two suggested sources are:
   a. Malcolmson, Anne. Yankee Doodle's Cousins. Boston, Houghton Mifflin Company, 1941.
   b. Simon, Tony. Ripsnorters and Ribticklers: Tall Tales From U. S. Folklore. Scholastic Book Services, 1958.
2. List tall-tale characters and research encyclopedias to determine which ones actually lived.
3. Make a map of United States locating regions where tall-tale heroes lived.
4. Complete "Characteristics of a Tall Tale" learning center. (Included in guide.)
5. Make a Word-Search Puzzle of Tall-Tale Heroes.
6. View film/filmstrip on tall-tales. Suggested sources:
   a. "Tall Tales," Literature for Children, Series 1, sfs. Pied Piper Productions, Grades 3-6.
   b. John Henry: An American Legend, sfs. Guidance Associates.
7. Write an original tall tale. Use long narrow strips of paper and create bulletin board display.

8. Suggested source for gifted students is "Tall Tales" learning center by Thinking Caps, Inc. which is based on Bloom's taxonomy.

9. Complete "Identify Folk Heroes" worksheet. (Included in guide.)

10. Rewrite tall tale into play format. Video-tape production.

11. Learn folk-tale related songs, e.g., Davy Crockett and John Henry.

12. Investigate tall-tale related informational topics: steel, tornadoes, Grand Canyon, Great Lakes, Rio Grande River, railroading, lumbering, apples, etc.

13. Choose a famous event or place in American History and write a tall tale.

14. Prepare a diorama for one hero.

15. Suggested source for tall-tale library activities: Thinking Skills Through Tall Tales by Nancy Polette from Book Lures.

16. Obtain copy of True Tales of Oklahoma by Gene Aldrich, Thompson Book and Supply Company, Edmond, Oklahoma, 1971, and share humorous tales of early Oklahoma.

17. Prepare wall display of tall-tale heroes. Alternative: Purchase set from school supply firm.

18. *Write a tall tale about how the local school came to be -- have a good hero and events in the tale.

19. *Have a "Whopper Box" and allow students to enter the contest for the school's most exaggerated statement -- "The teacher made me do so much math that numbers are coming out of my ears."

20. *Encourage the students to participate in oral story telling. Tale may be from library media center collection or an original.

21. *Make and illustrate a booklet of all the tall-tale characters encountered during unit of study.

22. *Mathematics: Put on activity cards the following things:

    a. Using metric measurements, find the tallest, second tallest and third tallest book in the library.
    b. Find the tallest adult who works in the school.
    c. Find the tallest girl and boy in your classroom.
    d. Find the tallest window in the school.
    e. Find the tallest wall in the school.
    f. Find the tallest door in the school.

23. *Physical Education: During gym periods have the students try out for the "tallest reach." Put up a vertical chart measured off in centimeters. Each student has a trial chance to see how high they can jump and reach up the charts. Then with "chalked" fingers, have them mark their reach.

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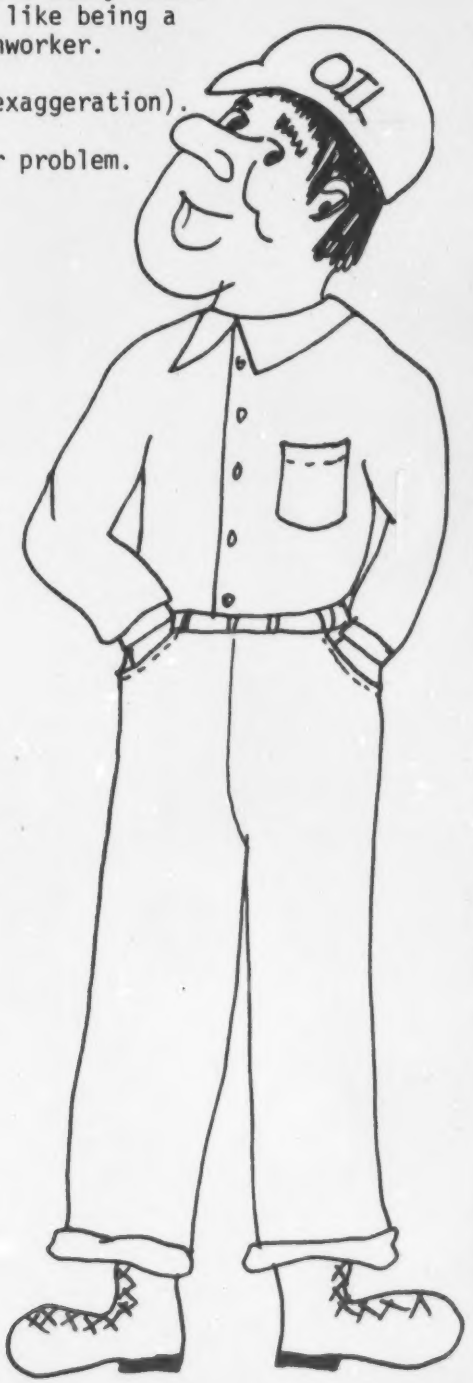
NAME_____

WRITE A TALL TALE

You are invited to write a tall tale. You need to think about four things when writing your tall tale.

1. You need a hero. You may want to make up a story about someone who had an early-time occupation like being a sheriff, a trapper, or even a female ironworker.
2. You need a hero with special strengths (exaggeration).
3. Your hero needs to overcome a hardship or problem.
4. You need to use humor.



NAME_____

IDENTIFY FOLK HEROES

Read at least two (2) of the Tall Tales from the Library Media Center.

View at least one (1) of the Tall Tale filmstrips.

As you read or view each of the Tall Tales, fill in the sheet below telling about your folk hero.

Name of the Folk Hero	Name of the Story Read	State or Region	Work Hero Does	How Hero Died	Exaggerated Deed	A Fact About The Real Person (Use Encyclopedia)

TALL TALE HEROES

R L Z H H L E X O T Y R Z I P H U T A L Y S R T
X O S T S L Q T O Z U E V U A E X V P D I R H Q
N T R G G H L G P S L C L S U U N K C X J R O T
U O N O N F T U E G A V N J L H Z L U I G E T Z
S S U G L U E N C R L A Q P B H C K M T C E B H
Q O D J U J O B A O G T F E U C T Q J I K X X D
Z P E O I J Y G O R P V T G N X Z I K C I Q L H
Y J K M Y U A S O L G W R E Y T I T O W A R U A
J I I E C M C M B A D B K U A J K R W Y H C V N
S O S C E C P O A U Y F Y Q N W C P R H L O K G
K A H O I M O Y C O K B E I L Y J N X L V Y H K
C Z J N E Q N F V M I D E B V Y E G L F K R E W
B V W K N K W I Q P V V D A O H G I A Q D G E H
H E R Q L Y A G A Q S V D O L B A M R O A X U
B G B D X L A J P S O M G N S S D C O R Z C P O
P T H X H D S P Q E B H H S O V I S C V R M I E
K A T F G R E U P P I O S C R J C C O R D E V A
W T W B G V V G A L J W E G J Q Y S N N U J O Z
K W G O Y T T Y J A E P E X W M I K E F I N K K
Q R N A D B R R V B K S F J V H X F V E C E C R
B L Y A X T X Z L V A Z E U G S H H X S G Z G E
T K Y W X U H L F O Y P C E X P F C Q Y K Y R T
M R B Q X L V A L N H Y M O D F D L Y X J G J L

There are 10 words here - can you find them?

Here are the words to look for:

CASEY JONES
DAVY CROCKETT
FEBOLD FEBOLDSON
JOE MAGARAC
JOHN HENRY
JOHNNY APPLESEED
KEMP MORGAN
MIKE FINK
PAUL BUNYAN
PECOS BILL

TALL TALE HEROES

C A S E Y J O N E S B E
R K A B D O H I B O L Z
O N T I R H Q L U K A H
C I N B E N C L N I C A
K F O H J H E I Y Y K H
E E H L N E W B A U B T
T K A A M N H S N J E A
T I C J A R T O Q P A W
K M O V X Y U C H G R A
Z A P P L E S E E D D I
P I F I Z H J P C B T H
R G N O L A M R O T S I

MIKE FINK
JOHN HENRY
(Paul) BUNYON
(Davy) CROCKETT

(Captain) STORMALONG
(Johnny) APPLESEED
PECOS BILL
CASEY JONES

MYSTERY

OBJECTIVES:

Students will:

1. Recognize mystery stories as a form of literature.
2. Locate mystery story print and non-print materials in the card catalog (subject, author and title) and on the shelves.
3. Identify authors of mystery stories. (Elizabeth Levy, Crosby Bonsall, E. W. Hildick, Marjorie Sharmat, Donald J. Sobol, and Phyllis A. Whitney)
4. Use different encyclopedias, indexes and other reference/research tools to locate informatin.
5. Operate equipment: cassettee players/recorders, record players, projectors, and cameras appropriate to abi' ty level and task.

ACTIVITIES/SUGGESTIONS:

1. Read short mystery selections. Suggested source: Read selection from Encyclopedia Brown, Boy Detective by Donald Sobol. Students will note "clues" and write their own solutions. Read the solution given in the book and have students compare their conclusions. (Additional sources are: Two Minute Mysteries and More Two Minute Mysteries by Donald Sobol.)
2. Select a filmstrip series about mysteries. Some suggested sources are:
    a. "Mysteries" Literature for Children, Series 6, sfs. Pied Piper. Grades 5-9.
    b. The Best of Encyclopedia Brown by Donald J. Sobol, sfs. Random House.
    c. Encyclopedia Brown Solves Them All Read-Along Library, sfs. Random House.
    d. "House of Dies Drear," First Choice: Author and Book Series, sfs. Pied Piper Productions. Grades 3-9.
    e. Mystery Story Series by Crosby Bonsall, sfs. BFA Educational Media.
3. Prepare class newspaper, writing articles based on mystery stories.
4. Complete "Nate the Great" maze. (Included in guide.) Additional source: Nate the Great, sfs. Barr Films.

5. Several commercial games are available. Suggested source: Calendar Clue (commercial game from Relative Teaching Concepts, P.O. Box 8417, Richmond, VA 23226).

6. Use encyclopedias to research crime stoppers: F.B.I., Sherlock Holmes, Scotland Yard, Allen Pinkerton, Interpol, etc.

7. Make fingerprint. Suggested source: Ed Emberly's Great Thumb Print Drawing Book.

8. Prepare "Wanted Posters."

9. Draw treasure maps.

10. Interview police officer.

11. Can you remember an event in your life that was full of mystery? Write a rebus story and tell how the mystery was solved.

    NOTE: A rebus story is one where pictures are used for some words or parts of words. Example:

    The came up.

GLOSSARY:

A. Reference Books - books in which information can be found on many things.

B. Reference Section - area in the Media Center where reference books are kept.

C. Index - usually found in the back of the book. It is a list of subjects in alphabetical order and lists the pages where these subjects can be found in the book.

D. Table of Contents - a list of the chapters and their titles listed in the order in which they come in the book; it is found in the front of the book. Often the table of contents gives important information about what the book contains. The contents serves as an outline of the material in the book.

FAMOUS SLEUTHS

Mystery and detective stories are always popular with students. Let them solve this puzzle by filling in the blanks, which will complete the names of some popular sleuths. The letter written into a space having an "x" marked beneath it should also be copied into a space at the bottom of the sheet to form the mystery word, which is an adjective describing a quality of both real and fictional mysteries. If students encounter problems, have them check the card catalog or Children's Books in Print (Bowker, annually).

ANSWERS:

1. Emil
2. Desmond
3. Sherlock
4. Encyclopedia
5. Freddy
6. McGurk
7. Nate
8. Watson
9. Basil
10. Spotlight
11. Mole

MYSTERY WORD: Inscrutable

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Name _____ Date _____

FAMOUS SLEUTHS

Directions: This puzzle contains the names of some popular sleuths from mystery and detective stories. Solve the puzzle by filling in the blanks, which will complete the detectives' names. Transfer to the bottom of the sheet each letter that is written in a space that has an "X" marked beneath it and you will spell the mystery word. If you get stuck, check the card catalog and "Children's Books in Print" (Bowker, annually). You can also try to find the mystery word in a dictionary.

1. _ _ _ _ _
   X

2. _ _ _ _ _ _ _
   X

3. _ _ _ _ _ _ _ _ _
   X

4. _ _ _ _ _ _ _ _ _ _ _ _ _ _
   X

5. _ _ _ _ _ _ _
   X

6. _ _ _ _ _ _ _
   X

7. _ _ _ _ _
   X

8. _ _ _ _ _ _ _
   X

9. _ _ _ _ _ _
   X

10. _ _ _ _ _ _ _ _ _ _
    X

11. _ _ _ _ _
    X

? and the Detectives, by Erich Kastner

? the Dog Detective, by Herbert Best

? Holmes, the eminent detective in the stories by Arthur Conan Doyle

? Brown, the police chief's son in the series by Donald J. Sobol

?, the pig who became a detective in the book by Walter R. Brooks

Jack P. ?, head of an organization of sleuths created by E. W. Hildick

? the Great, by Marjorie Weinman Sharmat

Holmes' assistant, Dr. ?, from the stories by Arthur Conan Doyle

?, the mouse who lived in the basement on Baker Street in the series by Eve Titus

? Club Detectives, Jay and Cindy Temple and Dexter Tate in a series by Florence Parry Heide and Roxanne Heide

Detective ?, by Robert Quackenbush

MYSTERY WORD: _ _ _ _ _ _ _ _ _ _ _ _ _ _

DEFINITION: mysterious, imcomprehensible

USING SPECIAL REFERENCE BOOKS

Take a selection of special reference books to the classroom. Include a variety of types of books. Do not include encyclopedias unless they are specialized.

Show each book to the class explaining how to use the index, special features, and what types of information is included in the book. Examples of questions are helpful.

Small groups of students are sent to the Media Center. Each student gets a slip of paper with four different questions on it. They must find the answer, including the title of the book and the page number where it is found.

They cannot use encyclopedias or dictionaries to answer questions. They are encouraged to do this independently. Help is only given after students have made sufficient effort on their own.

The main purpose of this experience is to get the students involved in acutally using the books so that they can become familiar with the books and the type of information they contain.

EXAMPLE:

REFERENCE QUESTIONS

1. Who invented the cotton gin? When?
2. Where are the Ribbon Falls? How tall are they?
3. The swordfish is said to be one of the fastest moving animals in the ocean. Name two others that are among the fastest.
4. How did the author get his idea for Winnie the Pooh? Who is Winnie the Pooh's creator?

The next three pages list 26 questions and answers to provide a beginning.

REFERENCE QUESTIONS

1. Where was Isaac Asimov born?

   (Third Junior Book of Authors, p. 21)

2. What is an antonym for abound?

   (Webster's New Dictionary of Synonyms, p. 6)

3. Who attacked the U.S. fleet in Pearl Harbor and where is Pearl Harbor located?

   (Encyclopedia of American History, p. 369)

4. What are the five Balkan states?

   (Webster's Geographical Dictionary, p. 110)
   (Albania, Bulgaria, Greece, Romania, Turkey)

5. What is the large shield on the head of the bulla or bubble shell for?

   (The Living Sea, p. 35)
   (Ploughing through sand or mud)

6. When Black Beauty goes to the stables of the Earl of S, his name is changed. What is his new name? Who wrote Black Beauty?

   (Who's Who in Childrens' Books, p. 46)
   (Black Auster; author, Anna Sewell)

7. What was Stan Musial's major league batting average in 1946?

   (Information Please Almanac, p. 914)
   (.426)

8. How much was the Bachelor Tax levied in Missouri in 1820?

   (Famous First Facts, p. 593)
   (One dollar for every unmarried free white male between 21 and 50)

9. Who is the first baseball game attributed to and where was the first baseball diamond laid out?

(Famous First Facts, p. 97)
(Col. Abner Doubleday; 1839; Cooperstown, New York)

10. Where is the Blue Grotto Cavern located?
(Information Please Almanac, p. 306)
(Island of Capri, Italy)

11. What family does the coot belong to?

(Discovering Natural Science, p. 102)
(rail)

12. Name two stories by Lewis Carroll. When were they written?

(Who's Who in Children's Books, p. 17)
(Through the Looking Glass and What Alice Found There; 1871-72)

13. Who was the 1976 Grand National Champion Motorcyclist?

(Information Please Almanac, 1978)
(Jay Springsteen)

14. What college did Abraham Lincoln attend?

(Facts About the Presidents, p. 101)
(none)

15. What is the college football stadium at the University of Arkansas called, and what is its capacity?

(World Almanac 1977, p. 857)
(Razorback Stadium; 43,500)

16. When did Columbus die?

(Encyclopedia of American History, p. 19)
(May 20, 1906)

17. How many Congressmen does the state of Florida have in the House of Representatives?

(Information Please Almanac, p. 33)
(15 representatives)

18. When was Custer massacred at the Battle of the Little Big Horn?

(Information Please Almanac, p. 320)
(June 25, 1876)

19. What state is the city of Du Bois located in?
(Webster's Geographical Dictionary, p. 343)
(Pennsylvania)

20. What group did the name "Dago" originally belong to?
(Dictionary of Names, p. 76)

21. Did Davy Crockett die in the Battle of the Alamo?
(Encyclopedia of American History, p. 177)
(yes)

22. Who was defeated in the Battle of Horseshoe Bend?
(Encyclopedia of American History, p. 444)
(Creek Indians)

23. Who discovered the first and largest asteroid and when?
(Information Please Almanac, p. 363)
(Italian astronomer Father Piazzi; New Years' night, 1801)

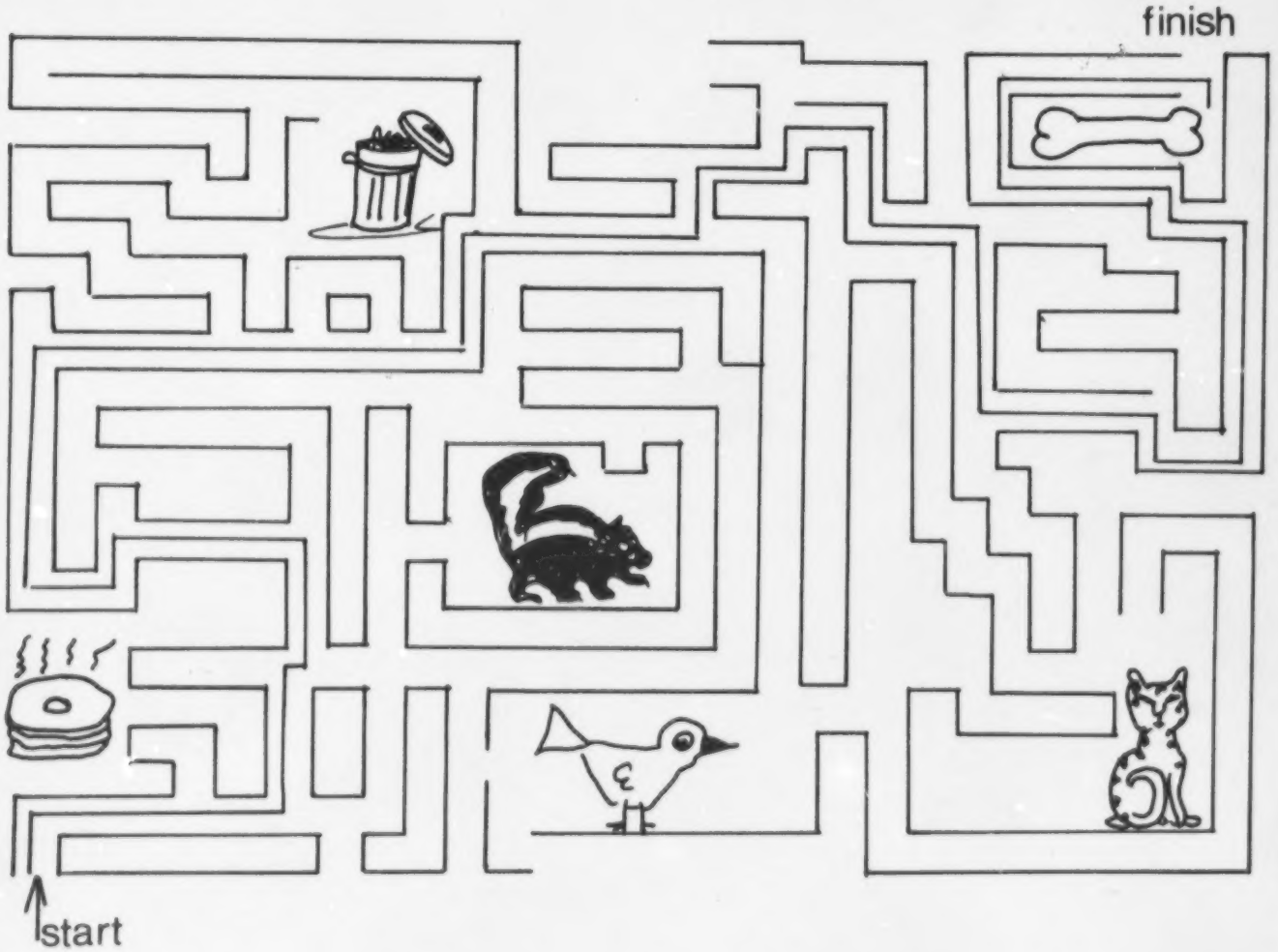
24. What dolphin is often mistakenly called a porpoise?
(Discovering Natural Science, p. 129)
(The bottle-nosed dolphin)

25. What is Dr. Seuss's real name?
(Webster's Biographical Dictionary)
(T. S. Geisel)

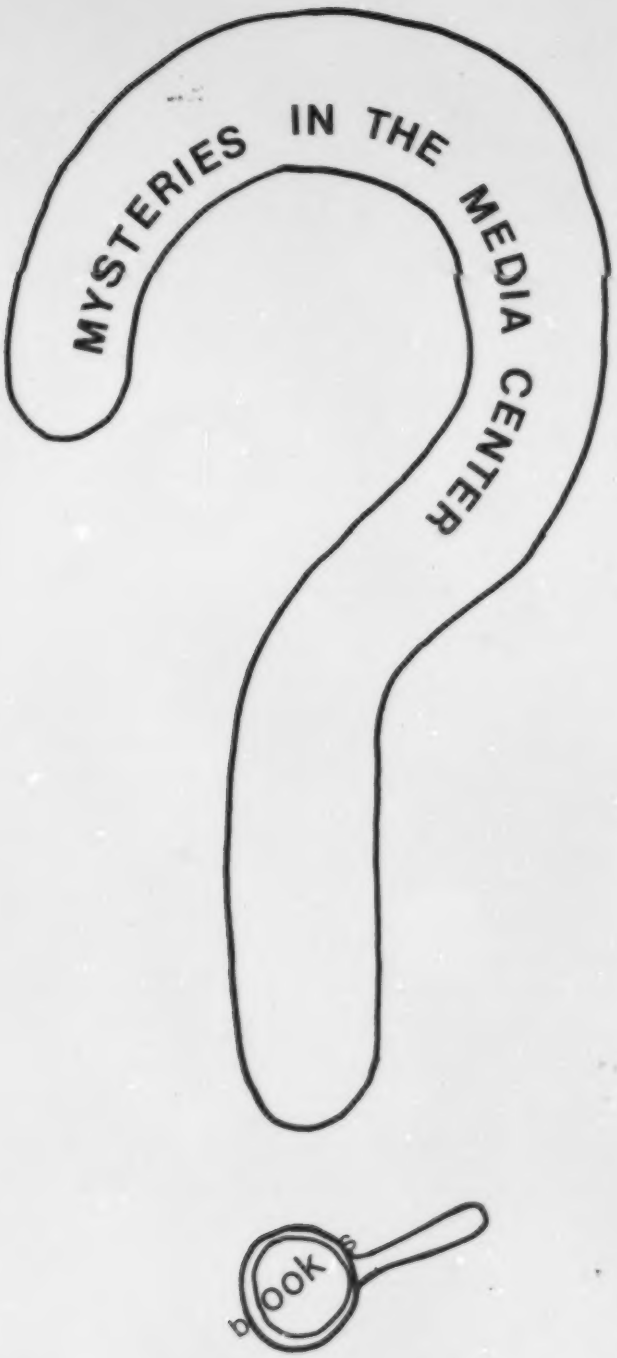
26. What does the name "echinoderm" mean?
(Living Sea, p. 57)
(Spiny skinned animal)

name _____

NATE THE GREAT GOES UNDERCOVER!



Help Nate through the maze to find the Garbage Pail Thief!



List titles and authors of 3 favorites.

INFORMATIONAL BOOKS

OBJECTIVES:

Students will:

1. Distinguish between fiction and non-fiction books and materials.
2. Discover Dewey Decimal Groupings.
3. Categorize non-fiction according to broad Dewey Decimal headings.
4. Locate non-fiction print/non-print materials in the card catalog (author, title and subject cards) and on the shelves.
5. Write report summarizing facts and not copying verbatim from text.
6. Operate equipment: cassette players/recorders, record players, projectors and cameras appropriate to ability level and task.

ACTIVITIES/SUGGESTIONS:

1. Share film/filmstrip on non-fiction literature. Suggested source: "Non-fiction," Literature for Children, Series 5, sfs. Pied Piper Productions. Grades 5-9.

   Available subjects are History, Science, Sports and Hobbies, and Art and Music.

2. Play"Media Marvel Raceway" to reinforce card catalog usage skills. Color and laminate game board provided. Use extra catalog cards and tokens for 2-4 players. Players advance by using a spinner. They must draw from stack of cards the type of card listed in order to advance. First racer to complete track wins.
3. Play "Is It There?" Make learning center from poster board. Provide at least six questions for students to consider whether the answers could be found in an encyclopedia. Have answers under cards. Provide paper for students to record the source and page numbers for the answers to at least one question. This format could be used for any reference tool.
4. Practice fact finding for reports utilizing note cards or outline format. Consult the following references for ideas:

   a. Jay, M. Ellen. "Research Projects for Elementary Children," Audiovisual Instruction, (January, 1978), pp. 26-28.

b. Suid, Murray. "How to Take Copying Out of Report Writing," Learning, (November, 1978), pp. 40-41.

5. Make a poster or mural to illustrate information gathered during research.

6. Publish a magazine for the classroom or library media center using students' research articles. Compile artwork and informational articles. Have cover design made and perhaps a magazine index of subjects. Place in a folder to share with other students.

7. Review basic types of sports stories: fiction, nonfiction and biography. Review card catalog subject headings under which sports books may be located: BASKETBALL, FOOTBALL, HOCKEY, SWIMMING, etc. Emphasize 796's as location of nonfiction sports books. Note location of sports fiction--BASKETBALL - FICTION; and biography--BASEBALL - BIOGRAPHY.

8. Combine "Informational Books" and "Animal Stories" units by reviewing the 590's as the nubmers used for nonfiction books on animals.

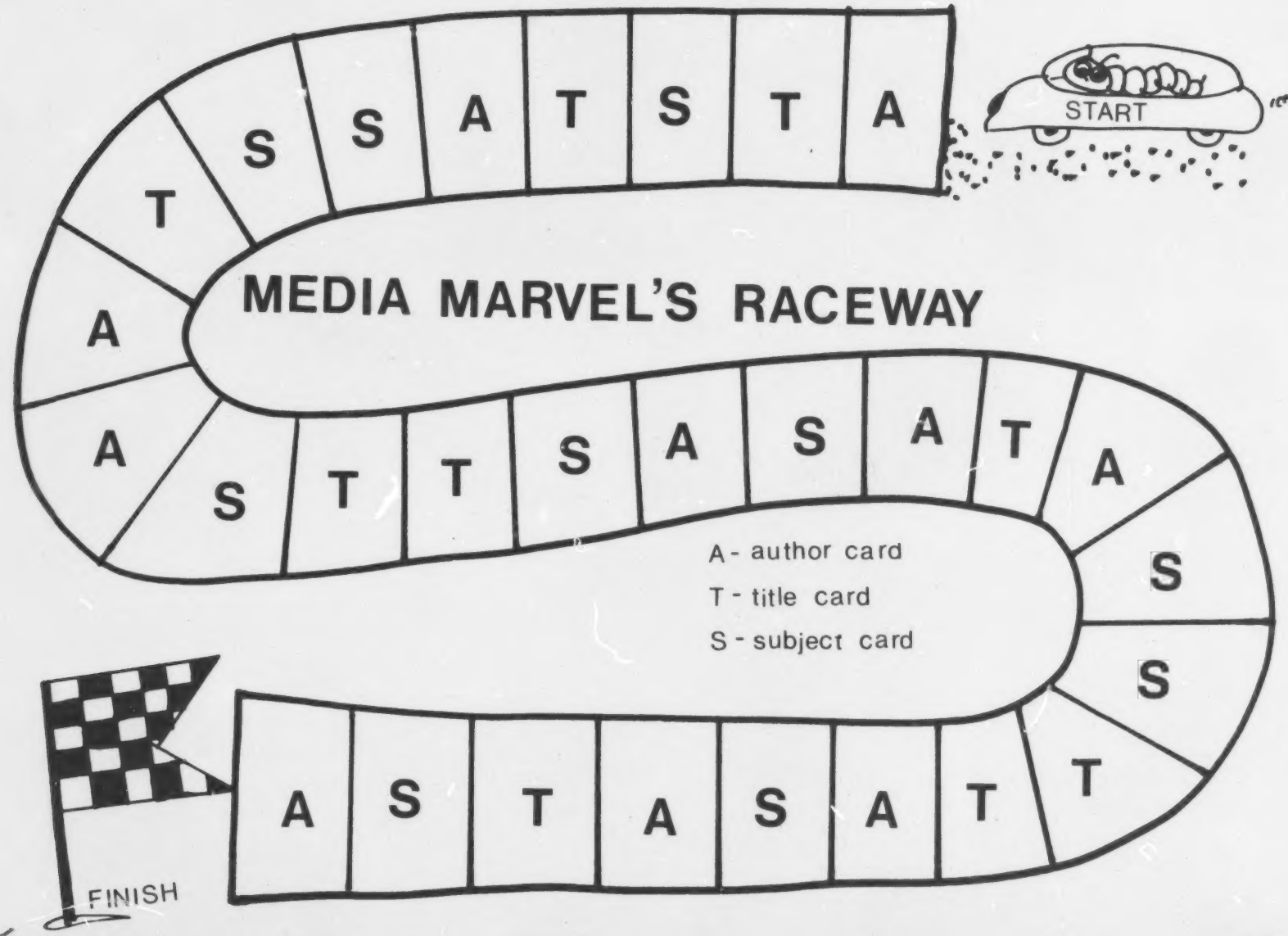
9. Introduce Subject Index to Children's Magazines. Have students select subject, locate entry in index and find article in magazine.

MEDIA MARVEL'S RACEWAY

OBJECTIVE: Reinforce card catalog skills.

MATERIALS NEEDED:
- 1 Game Board (use the one provided or enlarge onto 12" x 16" yellow posterboard
- 4 markers for players
- 1 spinner
- 30 pieces of 3" x 5" white posterboard or extra catalog cards

RULES:
1. Place stack of catalog cards upside down.
2. Each player draws card from stack and turns spinner. Spinner-turn must match card in hand so player may advance. [Example: A subject card holder must land on an "S" or lose that turn.]
3. The first player to complete the raceway wins.


START
MEDIA MARVEL'S RACEWAY
A - author card
T - title card
S - subject card
FINISH

CHILDREN'S MAGAZINE GUIDE

Subject Index to Children's Magazines

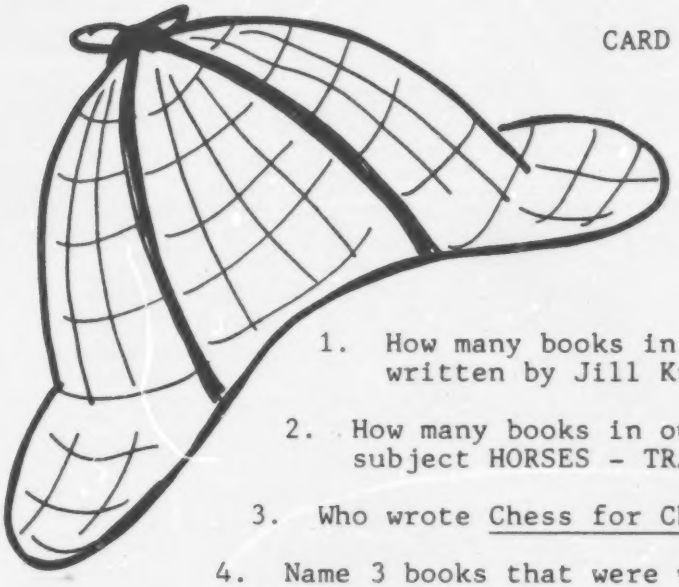
COOKIES

Super Chip Cookie. Co-ed Sep '82
p. 80-81

1. What is the subject of the entry above? _____

_____

2. The title of the article is _____
3. The name of the magazine is _____
4. The volume number is _____
5. The article can be found on pages _____
6. The publication date for this magazine is _____



CARD CATALOG DETECTIVE GAME

1. How many books in our library were written by Jill Krementz?

2. How many books in our library have the subject HORSES - TRAINING?

3. Who wrote Chess for Children?

4. Name 3 books that were written by Herbert S. Zin.

5. Who wrote Jambo Means Hello?

6. Are the books in the library by Jim Kjelgaard fiction or nonfiction?

7. Where would you find Stripe in the library?

8. Is Stripe fiction or nonfiction?

9. How many books in our library have the subject MOTORCYCLE RACING?

10. Who wrote Tales from Silver Lands?

11. Who wrote Grandfather Tales?

12. Name two Caldecott Award winning books by Marcia Brown.

13. Name a book about kittens by Millicent E. Selsam.

NOTE: Adapt for your own media center.

POETRY

OBJECTIVES:

Students will:

1. Listen to poetry.
2. Recognize poetry as a form of literature.
3. Recognize the relationship between the rhythm and the mood of a poem.
4. Recognize descriptive words and figures of speech in poetry.
5. Participate in choral reading.
6. Encounter poetry anthologies.
7. Locate poetry print and non-print materials in card catalog (subject, author and title) and on the shelves.
8. Prepare a personal collection of favorite poems.
9. Operate equipment: cassette players/recorders, record players, projectors and cameras appropriate to ability level and task.

ACTIVITIES/SUGGESTIONS:

1. Organize the group of students for a choral reading of a well-liked book such as Chicken Soup With Rice by Maurice Sendak.
2. Adopt-a-Poet. Discover facts about poet's life using available reference tools and/or writing to the poet. Write a short biography of the poet. Include the biography and several poems in a booklet to be illustrated by the group or individually.
3. Have a monthly library media center poetry theme.
4. Have student(s) write to favorite poet.
5. View film/filmstrip about a famous poet or poetry. Suggested sources are:
   a. First Choice, Poets and Poetry, sfs. Pied Piper Productions. Grades 4-9.
   b. Literature for Children, Series 4, sfs. Pied Piper Productions. Grades 3-6.
6. All teachers/library media specialists need to make a poetry file and keep on desk.

7. Publish an original School Poetry Anthology.

8. Submit poetry for publication. See list in Appendix.

9. Many commercially obtained materials have excellent poetry related pages. Suggested source: Flair, Volume 1 (Spice Series), Educational Service, Inc., Stevensville, MI 49127.

10. Eat a poem. Serve food appropriate to a poem.

11. Use a puppet to recite a poem.

12. Have students prepare slides to illustrate recited poems.

13. Make a puzzle from a poem mounted on posterboard.

14. Collect poetry ideas from professional magazines. Prepare file. Suggested source: "Extenders for Where the Sidewalk Ends," Instructor, (February, 1980).

15. Use that annoying pillar, post, etc. and "grow" a Poetry Tree. Have students find their favorite poems, make copies, and add to tree. Keep changing during the year.

16. "Put a Poem in Your Pocket." Make apron with pockets. Ditto copies of poems and place into pockets. Students may read poems and take a copy of the poem(s) that appeal to them. Encourage them to illustrate poems and make a booklet. Students love to walk away with handouts!

17. Share Hailstones and Halibut Bones by Mary O'Neill. Give each student at least two lines from one poem. Have them read and illustrate the lines. Reproduce student's work in slides or photographs.

18. Create Poetry Nook in Library Media Center. Add poetry books and a few cushions.

19. Is space a premium? String a clothesline across the room and pin poems on with clothespins.

20. Make a scarecrow (paper one or use stuffed clothes). Pin on poems. Share Don't Tell the Scarecrow by Issa.

21. Select a nursery rhyme and review words. Write on cards a variety of characters.

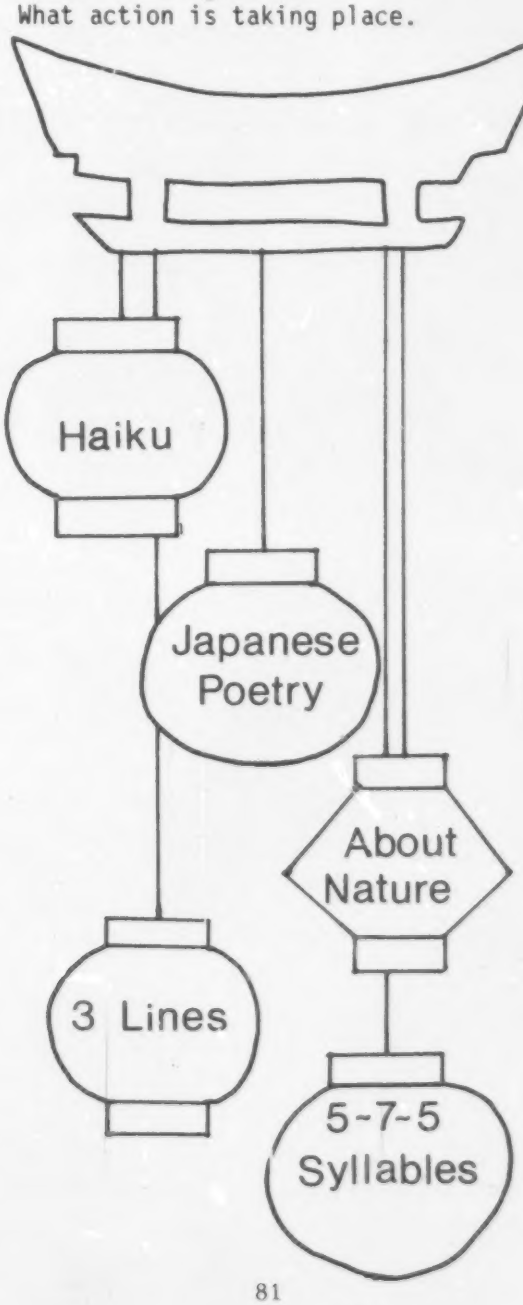
Giggler	Small Child
Rock Star	Old Man
President	News Announcer
Opera Singer	Principal

Have students choose a card, practice rhyme, and act out verse.

22. Whenever one of those "rare" days occurs when everyone is complaining that they don't feel well--add some humor. Suggested source: "Sick" from Where the Sidewalk Ends by Shel Silverstein.

23. Introduce meaning of "compiler" or "editor" by inspection of title pages of poetry collections. Check card catalog for POETRY - COLLECTIONS.

24. Write some Haiku, an old form of Japanese poetry. Remember, it is usually about nature; but be different and have students select an area of interest to them (cars, school, sports, etc.). The form is three lines long, and a 17-syllable (5-7-5) pattern is best, but not required. The three lines should tell:
    a. What the subject is.
    b. Where the subject is.
    c. What action is taking place.



Put a Poem in Your Pocket

AUTHORS/ILLUSTRATORS

OBJECTIVES:

Students will:

1. Develop a sense of discrimination with regard to visual materials.
2. Know the difference between the author and an illustrator.
3. Identify the title, author and illustrator of a book from information on the title page.
4. Recognize that the same subject may be presented in many different ways by different authors and illustrators.
5. Evaluate the writing style of a given author and compare with other authors.
6. Recognize the contribution that illustrations make to the enjoyment and understanding of books.
7. Evaluate the various techniques used by illustrators to carry out the style of a given story.
8. Locate biographical information on authors/illustrators.
9. Use card catalog to determine the Library Media Center's holdings by selected author.
10. Write and illustrate an original story.
11. Prepare a single or multi-media presentation of an author's/illustrator's life and works.
12. Operate equipment: Cassette players/recorders, record players, projectors and cameras appropriate to ability level and task.

ACTIVITIES/SUGGESTIONS:

1. Invite student to write to author. Mail in school envelope. Copy the author's reply for library media center notebook and give the original to student.
2. Have students design a book cover for an author. Have the students include on the back of the cover the library's holdings by that author.
3. Celebrate authors' birthdays. A Calendar of Author Birthdays has been included in this unit.
4. Video-tape author interviews.
   Variation: Have one student research an author's life. Have another student prepare questions as an interviewer. Present program to class and video-tape.

Variation: Have a round-table discussion with several students pretending to be authors. Discuss two or three assigned topics from the assigned author's point-of-view. (Similar to Steve Allen's television series, "Meeting of the Minds.")

5. Play Author Bingo. Divide page into 9 squares, label the squares with names of different authors and mark the center square FREE. Prepare several different arrangements of names. Write author names on small slips of paper or cards and have one person to be the caller. Play bingo.

6. Devise an ABC alphabet of authors.

7. Adopt an author. Write to the author. Use available references to write a short biography. Prepare a booklet and illustrate. A suggested source of author activity pages is A Library Pocketful by Doris Pilkey.

8. Meet the Authors. Frequently authors visit meetings of the following organizations/institutions:

    a. Oklahoma Department of Libraries (Spring and Fall events)
    b. Oklahoma Reading Council's Spring Conference
    c. Oklahoma Library Association (Winner of Sequoyah Award and speaker for Children's and Young People's Division)
    d. Oklahoma University Literature Festival
    e. Northeastern Oklahoma State University Kalidescope Week
    f. Bookstores.

9. Prepare a learning center wheel or matching game of authors and titles.

10. Prepare author section in Vertical Files. Some sources of information are:

    a. Early Years 1981-82 issues.
    b. Follett Newsletter.
    c. Arrow Book Club--Author's Corner.
    d. Language Arts Monthly--National Council of Teachers of English.
    e. Calendar (Children's Book Council, Inc., 67 Irving Place, New York, NY 10003. Cost = $10.00).
    f. School Library Journal.
    g. ABC After School Special Teacher's Guide. (A.B.C., 1330 Avenue of the Americas, New York, NY 10019).

11. Using a microcomputer program to make banners, make a banner with an author's name on it. Use it with a display of books by that author. Read a book from that group to the children and let them read others. Discuss arrangements of books on library shelves and provide practice activities for finding other author's books.

12. Show wordless picture books. Permit the students to tell the story. Some examples are: Bobo's Dream by Martha Alexander and A Boy, A Dog, and a Frog by Mercer Mayer. Show a filmstrip based on a wordless picture book. Several are available from Weston Woods.

GLOSSARY:

A. Author - person who writes a book.
B. Illustrator - person who draws pictures to go with a story. The pictures help words to tell the story. Sometimes books may have no words and pictures are used to tell the story.
C. Title page - a page at the beginning of a book that gives the name of the book, the author and the illustrator. Sometimes other information is also found on this page.

AUTHOR DISCUSSION GROUP

Select a group of five to six students (could be more or less) to do a group discussion for the class on a selected author. The following procedure may be followed:

I. Preparation by each individual

A. Read and take notes on everything you can find about the author to be discussed.
B. Read as many books as possible written by the author. If your school library does not have all the author's books, check the public library for additional ones.

II. Preparation by the group

A. Decide how the discussion will be presented. Examples: The group may be talking informally at a friend's house, the group may be having cokes at a drugstore, they may be talking informally while waiting for Scouts to begin, etc.
B. Assign one or more of the author's books to each member of the group.
C. Questions to discuss:

1. Who is your author?
2. Where was he born?
3. When did he get interested in writing?
4. How long has he been writing?
5. Has he won any awards? What are they?
6. Is he still living?
7. Where does he live?
8. Is he still writing?
9. Can you tell us anything about his family?
10. What is his latest book?
11. Do you know any other interesting facts about the author you'd like to tell?
12. Let's hear about some of his books: (Each member of the group tells about one of the author's books. Give setting, part of plot, etc.).
13. Are all the author's books the same type?
14. Do you like the author's books?
15. Would you like to read some more of his books?
16. How many have you read?

VIDEO INTERVIEWS WITH AUTHORS

If you discover that a children's or young adult author will be in your area, use the opportunity to add to your author file with a student-conducted interview.

I. Find an author (conventions, meetings, local residents).

II. Select the Students

- A. Students can audition for the interview positions. We used a combination of written questions and individual interviews to evaulate them. They were judged by a panel of three staff members.
- B. Be selective. You are taking the author's time and it should be well-spent for all concerned. You need students who can competently and enthusiastically conduct an interview.
- C. Three students is a workable number. It affords the best camera shots and a good distribution of questions.
- D. Notify the parents and make sure each student selected can travel to the interview.

III. Planning

- A. The students should have read as many of the author's books as possible.
- B. Each student should prepare a list of questions on his/her own. Both general questions and specific ones about the individual books should be included.
- C. Research the author. Students should (with your assistance) locate as much material as possible in order to base some questions on the author's personal life.
- D. Go over the questions in a group. Decide which ones to use. Help reword any that are awkward. Discuss possible follow-up questions for each.
- E. Put questions in a logical sequence.

IV. Practice

- A. Let the students practice by asking you the questions. Make your replies test their ability to ask follow-up questions when appropriate.
- B. Emphasize flexibility. Make certain they understand not to ask a question that the author has already answered as part of another earlier question.
- C. If available, video-tape a practice session and let them analyze it.
- D. Don't overdo it, though. Too much practice can make them too rigid and will discourage ad-libbing. They <u>are</u> supposed to enjoy themselves, too.

V. Go!!

A. Allow plenty of time to get there.
B. Make certain all the equipment is arranged for and on time.
C. Have fun!!! I guarantee the students will love it and you will have a valuable addition to your media center collection.

NOTE: Be sure to get a release from the author to enable you to keep the tape in your collection. Some authors require that the tape only be used in your school or school district.

CALENDAR OF AUTHOR BIRTHDAYS

September	2	Eugene Field (1850-1895)
	4	Syd Hoff (1912-)
	7	James Fenimore Cooper (1789-1851)
	14	William H. Armstrong (1914-)
	15	Robert McCloskey (1914-)
	16	H. A. Rey (1898-)
	28	Kate Douglas Wiggin (1856-1923)
October	3	Molly Cone (1918-)
	4	Robert Lawson (1892-1957)
	4	Donald J. Sobol (1924-)
	7	James Whitcomb Riley (1849-1916)
	14	Lois Lenski (1893-)
	19	Ed Emberley (1931-)
	20	Crockett Johnson (1906-)
	24	Edgar Johnson (1912-)
November	13	Robert Louis Stevenson (1850-1894)
	14	Astrid Lindgren (1907-)
	16	Jean Fritz (1915-)
	21	Leon Politi (1908-)
	24	Carlo Collodi (1826-1890)
	26	Charles Schulz (1922-)
	27	Katherine Milhous (1894-1977)
	29	Louisa May Alcott (1832-1888)
	29	C. S. Lewis (1898-1963)
	30	Mark Twain (1835-1910)
December	5	Christina Rossetti (1830-1894)
	6	Joyce Kilmer (1886-1918)
	6	Elizabeth Yates (1905-)
	9	Joel Chandler Harris (1848-1908)
	12	Barbara Emberley (1932-)
	17	John Greenleaf Whittier (1807-1892)
	22	William O. Steele (1917-)
	30	Rudyard Kipling (1865-1936)
January	3	Joan Walsh Anglund (1926-)
	6	Carl Sandburg (1878-1967)
	9	Clyde Robert Bulla (1914-)
	12	Charles Perrault (1628-1703)
	14	Hugh Lofting (1886-1947)
	18	A. A. Milne (1882-1956)
	19	Edgar Allan Poe (1809-1849)
	27	Lewis Carroll (1832-1898)
	27	Jean Merrill (1923-)
	29	Bill Peet (1915-)
	30	Lloyd Alexander (1924-)

February	1	Langston Hughes (1902-1967)
	3	Walt Morey (1907-)
	4	Russell Hoban (1925-)
	7	Charles Dickens (1812-1870)
	7	Fred Gipson (1908-1973)
	7	Laura Ingalls Wilder (1867-1957)
	8	Jules Verne (1828-1905)
	27	Henry Wadsworth Longfellow (1807-1882)
March	2	Dr. Seuss (1904-)
	8	Oliver Wendell Holmes (1809-1894)
	13	Johann Wyss (1781-1830)
	14	Marguerite DeAngeli (1889-)
	16	Sid Fleischman (1920-)
	22	Randolph Caldecott (1846-1886)
	26	Robert Frost (1874-1963)
April	2	Hans Christian Andersen (1805-1875)
	3	Washington Irving (1783-1859)
	12	Beverly Cleary (1916-)
	13	Marguerite Henry (1902-)
May	9	Sir James Matthew Barrie (1860-1937)
	9	Keith Robertson (1914-)
	11	Zilpha Keatley Snyder (1927-)
	15	L. Frank Baum
	22	Sir Arthur Conan Doyle (1859-1930)
	22	Arnold Lobel (1933-)
	31	Walt Whitman (1819-1892)
July	6	Beatrix Potter
August	30	Mary Shelley

Use almanacs to find other authors/illustrators.

BIBLIOGRAPHY
of
AUTHOR MATERIALS

Books

DeMontreville, Doris and Elizabeth D. Crawford. Fourth Book of Junior Authors and Illustrators. H. W. Wilson, 1978.
(A continuation of the Junior Book of Authors series.)

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(Includes 255 autobiographical or biographical sketches of authors and illustrators of books for children and young people.)

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(Autobiographical sketches of 268 authors and illustrators of children's and young adult books.)

Hoffman, Miriam and Eva Samuels. Authors and Illustrators of Children's Books: Writings on Their Lives and Works. R. R. Bowker, 1972.
(An anthology of critical biographical articles about fifty persons who have made distinguished contributions to children's literature.)

Hopkins, Lee Bennett. Books Are by People. Citation Press, 1969.
(Interviews with 104 authors and illustrators of books for young people.)

------. More Books by More People. Citation Press, 1969.
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Kingman, Lee, Ed. Newbery and Caldecott Medal Books: 1956-1965, Horn Book Magazine, 1965.

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(With acceptance papers, biographies, and related material chiefly from the magazine.)

Kunitz, Stanley J. and Howard Haycraft. Junior Book of Authors. 2nd ed. rev. H. W. Wilson, 1951.
(This book covers 289 authors and illustrators of children's books.)

Miller, Bertha Mahony and Elinor Whitney Field, Eds. Caldecott Medal Books: 1938-1957, Horn Book Magazine, 1957.
(With the artists' acceptance papers and related material chiefly from the magazine.)

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(With acceptance papers, biographies, and related material chiefly from the Horn Book Magazine.)

Smaridge, Norah. Famous Author-Illustrators for Young People. Dodd, Mead, 1973.
(Readable accounts of the aims, achievements, art media, life styles and personalities of nineteen author-illustrators, many of whom are today's leaders in the field of children's literature.)

------. Famous Modern Storytellers for Young People. Dodd, Mead, 1969.
(Warm interesting glimpses into the lives of seventeen outstanding authors who have made distinguished and lasting contributions to the world of children's books.)

Something About the Author, Volumes 1-28. Gale Research, 1971.
(Illustrated personal introductions to more than 200 authors per volume.)

Ward, Martha E. and Dorothy A. Marquardt. Authors of Books for Young People. Second Edition. Scarecrow Press, 1971.
(Short biographies [75 to 100 words long] of 1030 authors and illustrators of books for children and young people.)

------. Ward, Martha E. and Dorothy A. Marquardt. Illustration of Books for Young People. Second Edition. Scarecrow Press, 1975.
(Brief biographies of 750 illustrators of children's books.)

Indexes

Sarkissian, Adele. Children's Authors and Illustrators: An Index to Biographical Dictionaries. Gale Research Co., 1978 (2nd ed.).

Periodicals

Language Arts has monthly author feature.

Audio-Visuals

First Choice: Authors and Books series. Pied Piper Productions, Box 320, Verdugo City, California 91046.
(Each set includes a sound filmstrip of a book. Also includes a cassette interview with the author of the book.)

Meet the Newbery Author series. Miller-Brody Productions.
(Sound filmstrips of authors such as Lloyd Alexander, William H. Armstrong, Natalie Babbitt, Carol Ryrie Brink, Betsy Byars, Susan

Cooper, Beverly Cleary, Eleanor Estes, Jean Craighead George, Bette Greene, Virginia Hamilton, Marguerite Henry, Jamake Highwater, Madeleine L'Engle, Arnold Lobel, Scott O'Dell, Isaac Bashevis Singer, Laura Ingalls Wilder, Elizabeth Yates, Laurence Yep.)

notes

SEQUOYAH BOOKS

The Sequoyah Children's Book Award Program

OBJECTIVES:

Staff will:

1. Encourage Oklahoma girls and boys in grades three through six to read books of literary quality.
2. Allow Oklahoma girls and boys in grades three through six the opportunity to vote for their favorite book from the Sequoyah Masterlist.

Students will:

1. Select the Sequoyah Children's Book Award Program winner each year.
2. Locate Sequoyah Award-winning books and related non-print materials in the card catalog (by author and title) and on the shelves.
3. Locate biographical information on award-winning authors.
4. Operate equipment: cassette players/recorders. record players, projectors, and cameras appropriate to ability level and task.

The program sponsored by the Oklahoma Library Association, encourages Oklahoma girls and boys in grades three through six to read books of literary quality. A master reading list of notable books is compiled by the Sequoyah Children's Book Award Committee and represents the titles being considered for the award that year.

Award Honors Sequoyah

Oklahoma honors Sequoyah for his unique achievement in creating the Cherokee syllabary, the 86 symbols representing the different sounds in the Cherokee language. Son of a Cherokee princess and white trader, Sequoyah (Cherokee for "lame one") was also known by his English name of George Guess. A cabin built by Sequoyah as part of a U.S. government grant still stands near Sallisaw, Oklahoma. This grant, in recognition of Sequoyah's outstanding contribution to his people, was the first literary award given in the United States. His statute is one of the two representing Oklahoma in the National Hall of Fame.

Who Can Vote?

Any Oklahoma student in grades three through six may participate, but all students in a class do not have to vote. A student should have read or heard at least two books in order to cast a vote for his/her favorite. It is desirable to encourage the participants to read as many of the titles as possible. A library need not purchase the entire masterlist.

How to Vote

Each student meeting the above requirement may cast one vote for the book of his/her choice from the masterlist. The teacher or librarian will collect votes from those eligible to participate. Each school must prepare a masterlist ballot by the author's last name to mail. This ballot containing all the votes for each title (not just your school's winner) should be sent (postmarked by January 31) to:

The Sequoyah Children's Book Award
c/o Library and Learning Resources Division
141 Oliver Hodge Building
2500 North Lincoln
Oklahoma City, OK 73105

The winning author is announced in February. Schools and libraries voting in the competition will receive a certificate of participation. The Sequoyah Children's Book Award Presentation is held during the annual Oklahoma Library Association Conference in the Spring. Two children, representing the girls and boys of Oklahoma, present the winning author with the award.

Requirements for Masterlist

Members of the Sequoyah Committee are responsible for the selection of the books on the masterlist. They consider interest and reading level, literary excellence and appropriateness of content. All authors must be residents of the United States. Picture books and textbooks are not considered. Books published during the three years preceding the dates of the masterlist are considered.

Sequoyah Selection Statement

It has been the position of the Sequoyah Committee that the books we offer readers should be more than merely entertaining, though that is an essential element. Books should add to a child's knowledge and enrich his/her understanding. Life does not and cannot go on in a vacuum, and while one may not approve or want to copy all kinds of behavior, most of us need to know about the variety of cultural and social patterns. learning baout them in books of fiction is one of the "safe" ways of experiencing activities and social behavior that are not possible or acceptable in one's real life.

The books on the Sequoyah Masterlist are selected by the Sequoyah Committee for "literary excellence and appropriateness of content." The latter factor has to do with whether or not readers of the age for which the book is recommended can be expected to have emotional maturity or experience to deal with the questions involved. The masterlist is not intended to be an automatic recommendation because selection policies vary greatly across Oklahoma. You should apply your specific selection guidelines to each of the titles on the masterlist just as you would to the ALA Notable Books or any other specialized list and purchase those which meet your policy.

Sequoyah Committee

The President of the Oklahoma Library Association appoints for a three-year term representatives as follows:

Three members of the Oklahoma Association of School Library Media Specialists
Three members of the Children and Young People's Division, OLA
One member of the Library Education Division, OLA
Two members for OLA membership-at-large

Consultants: Public Library Consultant
Children's Services Division
Oklahoma Department of Libraries

Library Coordinator
Library and Learning Resources Division
State Department of Education

Promotional Materials

Publicity materials available include annotated masterlist, poster, bookmarks, Sequoyah seals, informational/promotional ideas brochure, and sound filmstrip or slide presentation.

The Cherokee Nation of Oklahoma has underwritten the cost of printing Sequoyah bookmarks for each Oklahoma school child in grades three through six. A bookmark for each child in grades three through six is free on request. Additional bookmarks may be purchased at $1 per 200 from the Sequoyah Children's Book Award address.

Please help conserve postage by picking up bookmarks during the OLA Conference or the State Department of Education Encyclo Media Workshop. If bookmarks must be mailed, postage per hundred will be charged at $1.05 per hundred. The posters will be 50¢ each and gold mylar seals for the winning Sequoyah titles will be 15¢ each.

Request promotional materials from:

The Sequoyah Children's Book Award
% Library and Learning Resources Division
141 Oliver Hodge Building
2500 North Lincoln
Oklahoma City, OK 73105

Two slide tape programs, one on previous Sequoyah Winners and the other on the current Sequoyah Masterlist Titles, are available. School libraries and public libraries should request the programs from the Oklahoma Department of Libraries. A current Masterlist sound slide and/or sound filmstrip program may be purchased by placing an order before April 1st. The price will be the cost of production. Contact:

Public Library Consultant for Children's Services
Oklahoma Department of Libraries
200 Northwest 18th Street
Oklahoma City, OK 73105

If your school has a child who cannot read regular type, is physically unable to use a book, or has a learning disability and requires tape programs you may contact:

Library for the Blind and Handicapped
1108 Northeast 36th
Oklahoma City, OK 73105

Promotional Ideas for Schools or Public Libraries from the Oklahoma Library Association

1. Read books to the entire class and have discussions about them. This is especially helpful when books are limited or when interesting books are too difficult for the class to read.
2. Develop puzzles (crossword, rebus, etc.) about Sequoyah books. Students might work them when they have extra time after completing an assignment.
3. Prepare short spot radio/TV announcements advertising books.
4. Ask the local newspaper to take pictures and carry news stories during the year about the Sequoyah Children's Book Award activities in your school/library. Be sure to include a notice of the winner when the announcement is made in February.
5. Plan with students an exciting voting day in January. This might include a political-type campaign with students giving nomination speeches for their favorite books, drawing campaign posters, etc. Use individual ballots and a ballot box.
6. The opaque projector may be used to flash illustrations or original drawings on the wall as a background while parts of the story are narrated. It is also useful for enlarging pictures for murals and large posters.
7. Exhibits or collections may be used with books that are of an informational nature. Books that are concerned with a particular issue may be placed on display with comments written by students.
8. Children may write letters to one of the characters in a book. These letters can be mailed to the author.
9. Appreciation letters or letters of inquiry can be written to the author, publisher, or illustrator.
10. Predictions can be fun. Students read a part of a book, then try to predict what will happen: how a problem will be solved or the kind of ending the author may write. They then complete their reading and compare endings with the author's.
11. Students can make story changes by adding a chapter to the story or rewriting the first or last chapter. They can also add new characters, present and solve new problems, or change key incidents.

12. Groups of students enjoy games based upon "What's My Line?" "I've Got a Secret," "Concentration," etc. They can write very entertaining commercials to amuse the audience.

13. A child can design a book jacket to reflect the message of the book.

14. A mobile can be made with a coat hanger and pictures of scenes in the book. The child's own work or pictures from magazines could be used.

15. The child can take a roll of paper and draw a series of events from a book for a movie roll. These pictures can be shown individually through an opening in a box. It should look like a TV screen and can be of any size.

16. Pretending to be a book salesperson is a good exercise in being persuasive and in analyzing people's interests. A child tries to "sell" a book to another child or a group of children.

17. Panel discussions or debates are useful for evaluating plot, characters, and solutions. They are also useful for accepting and valuing differences of opinion.

18. A simulated interview with the author can be used when two students have read the same book. One can answer questions as the author while the other poses as an interviewer. This might stimulate their interest in meeting the real author at the Sequoyah Luncheon in the spring.

19. A diorama, the three-dimensional representation of a scene, can be made in a box with figures and scenery placed inside.

20. Personal events from the life of a character in the book can be interestingly reviewed in a "This is Your Life" account.

21. The children can try, in twenty questions, to guess the character's identity or the title of the book or the topic it deals with. The sharer answers "yes" or "no" to the questions of the group.

22. A "Book for a Day/Week" could create interest if each book on the Masterlist were assigned to a class or group of children. They may wish to dress as characters in the book and portray the actions and typical speech habits as well.

23. Puppets may be used to portray incidents, impersonate characters, or report the story.

24. Incidents of stories may be shown on student-made slides. As the slides are shown, accompanying parts may be read or explanations given. The oral parts may be taped for more effectiveness. Transparencies could be made instead of slides for this project.

25. Make tape recordings of students' book reviews.

26. Students enjoy making headlines or a caption for a newspaper account. The chapter titles can be changed to headlines or may be used to transform the story into a newspaper account which should be short and to the point.

27. Make sure there is an adequate supply of books on the current Masterlist. It will be only frustration to promote this reading if there are not enough books to go around.

28. Volunteer to conduct an in-service session in each elementary school on the award program during the time of faculty meetings before classes begin in the fall.

29. A dramatization for a radio or TV skit could be done by an individual or a group. It could be combined with murals, puppets, shadow-plays.

30. The student may write a comment, summary, or impression of the book in the form of a limerick or poem. Post these in a special display.

31. Use opportunities to mention and promote participation in this program as you appear before civic and professional groups. Bookmarks, annotated lists, seals, etc. are available for purchase from the Sequoyah Committee.

32. Plan a "Sequoyah Caravan" taking students to other schools or to the public library to stimulate interest in the program through skits, puppet shows, etc.

33. Encourage students to go to the public library to find Sequoyah books if the supply of books in the school library is limited.

Sequoyah Time-Line

1. February - April. Obtain new Masterlist from Sequoyah Children's Book Award address, Oklahoma Library Association or Oklahoma Educator.

   Purchase books. Many book jobbers and local book stores have package-deals.

2. BEFORE April 1. Place order for Masterlist filmstrip. Order from Sequoyah Award address or place order during OLA Spring Conference. Filmstrip may also be borrowed from a public library.

3. Spring. Order bookmarks and other promotional materials or pick up at OLA Spring Conference.

4. August - January. Conduct promotional activities. Encourage each teacher to read a minimum of TWO books aloud to their students so ALL may VOTE.

5. January. Make Sequoyah ballot. Vote. Mail. Postmark before January 31.

   PLEASE SEND ELECTION RESULTS INDICATING THE TOTAL NUMBER OF VOTES EACH BOOK ON THE BALLOT RECEIVED.

   An announcement of the winner will be mailed along with a certificate of participation to each cooperating school.

Activities/Suggestions:

1. Have a Sequoyah notebook for current Masterlist books. Let student sign when he/she has finished reading a book.

2. Present Sequoyah Program to PTA. Perhaps PTA could fund purchase of Sequoyah books.

3. Make Sequoyah Subject Heading for card catalog.

4. Research Sequoyah. Have students prepare biography.

5. Have "Sequoyah Rally." Have students prepare short statements about why others should vote for a book. Combine with voter/voting awareness activities.

6. Design T-shirts, buttons, bumper stickers, and/or posters.

7. Play Sequoyah Bowl. Instructions are included.

SEQUOYAH BOWL

Rules for writing questions for Sequoyah Bowl:

1. Write one question for each Sequoyah masterlist book you have read or someone has read aloud to you.

   Aids available: List of titles
   Books on table

   Write more than one question if time permits.

2. The answer to your question must always be the title of a Sequoyah masterlist book. Will be helpful to start with "In what book . . . "

   Example: In what book does a family find a rabbit at the movies?

3. When writing questions, do NOT use any word from the book title in the question.

   Example: In what book does a scientist study sharks?

   In what book do we see pictures of a cat snow skiing?

4. PRINT your question and the answer on one side of the paper provided.

Rules for playing Sequoyah Bowl:

1. The class is divided into two teams and teacher appoints team captain.

2. Teacher pulls a question out of "Bowl" and reads it to Team A. Team members knowing answer raise their hands. Team captain calls on someone to respond. The answer given must match answer on question card.

3. If the response is correct, five points are awarded to Team A. If the response is not correct, Team B has a chance to answer the question in the same manner but it is only worth four points. If they miss, it goes back to original team and correct response is worth three points and so forth.

4. Team B next has an opportunity to hear second question.

5. No discussion among team members.

6. Every team captain keeps track of how many questions each team member answers correctly. When five questions are answered by any one team member, that student must sit out for rest of the game.

7. Team with most points at the end of time allotment WINS.

8. Teacher is final judge and official as well as scorekeeper.

SEQUOYAH AWARD WINNERS

1959	Old Yeller, by Fred Gipson
1960	Black Gold, by Marguerite Henry
1961	Have Space Suit, Will Travel, by Robert Heinlein
1962	Helen Keller Story, by Catherine O. Peare
1963	Mystery of the Haunted Pool, by Phyllis Whitney
1964	Where the Panther Screams, by William Robinson
1965	Wrinkle in Time, by Madeleine L'Engle
1966	Rascal, by Sterling North
1967	Harriet the Spy, by Louise Fitzhugh
1968	Gentle Ben, by Walt Morey
1969	Blackbeard's Ghost, by Ben Stahl
1970	Mustang, by Marguerite Henry
1971	Ramona the Pest, by Beverly Cleary
1972	Man in the Box, by Mary Lois Dunn
1973	Trumpet of the Swan, by E. B. White
1974	Flight of the White Wolf, by Mel Ellis
1975	Tales of a Fourth Grade Nothing, by Judy Blume
1976	How to Eat Fried Worms, by Thomas Rockwell
1977	The Toothpaste Millionaire, by Jean Merrill
1978	Shoeshine Girl, by Clyde Robert Bulla
1979	Summer of the Monkeys, by Wilson Rawls
1980	Kid Power, by Susan B. Pfeffer
1981	The Get-away Car, by Eleanor Clymer
1982	Bunnicula, by Deborah and James Howe
1983	A Dog Called Kitty, by Bill Wallace

SEQUOYAH AUTHORS WORD SEARCH

X I O X F U F L H J Z Q M G Y V G E S R O C K W E L L
H V C X F X N Q K A L I A P G O L F M F S E B W R K Z
J G E M Q U Y P O I P B K S N G P W J U I B G M M F V
U Y K O G K G D U M G X E M N P M J S I H U T B E F O
X A L L U B K Q U T O P Y E F F T L J H H T M C F U Y
B E I F H S I L L E A P ' E A C S T Z G X N R P I P U
Z Z S A K T K G I G F L F U I T H W I H T N O A Q I M
G I P S O N L E R K B F S R W T U U O L I D R R C U R
I A Y V M D H U Q P E V C T D F Q Z R E G I K Q T E Q
U S O Z T W A W S R J Y Q Z H W M Q L B O Y V B M H A
N K T I T E T J T Y F V U F Y Y Z N D Z I H E Y Y I M
F S C O O J S A K V A R Q R P I I E F N U S L R X T Q
B F M G B F J X V I K X U S Q E J W S V D C O W A E V
U A B X Q G W C A A G V H S H V W Y P G K X B K M E S
D N V M R G Z X X S B S L J C J E P D D N E X X V X P
W E L T F M E D J X L H U T L R F O W O M F B F V E K
G J S L C W C J I W K K I L O E B H W U G W W P N X G
G I G N V F N Z A E W K B M T X X C L L M D H E H U H
F P X R W L W R G P M I W T W S L B G H Z K P I R X Y
G Y K X P O T R E M P H J V M K H B Q B T S U A T Y B
W T C H G D M E N H N J C J W Z G Z O Q F T I A L E F
C I N B S H Z I Q O M O F Z C Y Y H L O V R E O R T U
L Q K D F V V K S E A J O R E Z B S A A A A E B A L B
P K A H V S T N R Y Y R N E H W O H I G M V Z F H U Z
H M U V B G I R R S R A R F S N O A E F X L I T Q B S
K X T C G B I A Q W V A S I I Y Y H D D Q S A N W O D
M G X Y O L E S H C O L L N M T Q D Z U N Z S C M P Z
X D O R L L L I H S R Y I Z B Q Z A T Y N V M T R O A
L Y S D C B T W T X W U G E I W M H Q L B N J J Y M M
P B W U Z N A S I A W E B U N Y M F U V J S O N V L S
O L H L E N I X U N H H Z J N S M A P G M M G P K K T
V T F Y V J M O S U J W T J M S M K F L H B P E L O W

There are 23 words here - can you find them?

Here are the words to look for:

Blume
Bulla
Cleary
Clymer
Dunn
Ellis
Fitzhugh
Gipson
Heinlein
Henry
Howe
L'Engle
Merrill
Morey
North
Peare
Pfeffer
Rawls
Robinson
Rockwell
Stahl
White
Whitney

BIOGRAPHY

OBJECTIVES:

Students will:

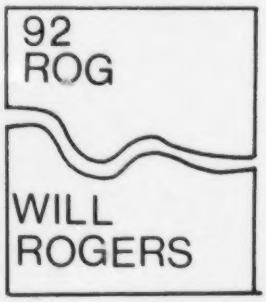
1. Identify biography as a type of literature.
2. Differentiate between biography and autobiography; individual and collective biography.
3. Define and recognize fictionalized biography.
4. Recall the correct sequence in which events happen in a biography.
5. Identify cause/effect relationships in story events.
6. Recognize that biography is based on factual information, collected by the author through research and/or first-hand knowledge.
7. Write a brief biography of a friend.
8. Write a biographical sketch using information collected through research.
9. Recognize that biography and autobiography volumes/materials are arranged on the shelves alphabetically by the name of the biographee.
10. Locate and retrieve biography and autobiography print and non-print materials by using author, title and subject cards in the card catalog.
11. Locate biographical information in encyclopedias by using the person's last name as the key word and in related articles.
12. Use Webster's Biographical Dictionary.
13. Evaluate an author's qualifications for writing a specific biography.
14. Operate equipment: cassette players/recorders, record players, projectors and cameras appropriate to ability level and task.

ACTIVITIES/SUGGESTIONS:

1. Prepare slide presentation of famous citizen using camera on stand. Write script and tape record.
2. Select film/filmstrip about biography type of literature. Suggested source: "Biography," Literature for Children, Series 1, sfs. Pied Piper Productions. Grades 3-6.

3. Mathematics. Find birthdates of famous TV and rock stars using almanacs. Determine their ages.

4. Prepare box of biography puzzle cards for a learning center. Make a series of cards with the classification number for a book of biography over the last name of the biographee. Cut apart forming a two-piece puzzle. Place in box. One or two students can play Biography Match. (Select from biographies available in library media center.)



5. Play Biography Spine-Tingler. Make copies of biography book spines from tagboard. Have student select 10 spines and arrange in correct shelf order. This may be done with a partner.

6. Have children work with a partner using several biographical reference sources, comparing facts. Are the facts the same in all references?

7. Introduce beginning research. Suggested source: Compton's Precyclopedia. Prepare a series of research activities about famous people. Use large cards and list volume number, page and three to four questions to answer. Decorate card with picture from magazines, etc. Good activity for second grade.

8. Book report idea: Have students prepare living biographees. Secretly research the person and write a short monologue about him/her in first person containing clues to identity of person. Record the monologue on tape or dress and act out script. When four to five monologues are ready, play them for class. Guess identity of biography subjects.

9. Make a puppet or tin can dressed as the character from selected biography. Have puppet introduce and describe himself/herself to the class. Have class guess identity of puppet character.

10. Make a shoebox filmstrip and a tape recording to tell the story of a person's life.

11. Have Biography Day. Dress as a famous person and introduce self to class.

12. Compile a "Who's Who." Collect class-written biographies and make a booklet. Have a group design a cover.

13. Single Biography Study. If possible, obtain the story, "Down to the Sea," an excerpt from Carry On, Mr. Bowditch. Note that the author, Jean Lee Latham, won the 1956 Newbery Award for this biography. Ask students to recall why Nathaniel Bowditch was famous. (He wrote a book on navigation that is still used today.) Note that authors must do research to learn everything they can about a person's life before writing a biography. If the persons about whom they write are still living, an author often interviews them to learn "first-hand" information (how they look, what they enjoy doing, how they feel about themselves and others, and other personal and/or unusual information that might not be available in reference books and other records about their lives). Explain how Jean Lee Latham prepared herself to write Nathaniel Bowditch's biography by studying mathematics, astronomy, oceanography, and seamanship. Then she went to Boston and Salem to talk to descendants of Mr. Bowditch and to do research on the geographical background for her story. Have students evaluate her qualifications for writing a biography of Mr. Bowditch.

    After collecting all of her information, Miss Latham decided to write a "fictionalized" biography. Ask students to define fictionalized biography (an account of a real person's life, part of which the author has used his/her imagination to make the story more interesting and enjoyable). Note that in fictionalized biography, an author often makes use of dialogue in addition to narrative style of writing. Ask students to recall the meaning of dialogue (conservation) and narrative (when an author tells you what is happening in the story by describing to you what is going on).

Prepare students for viewing the sound filmstrip based on the book, Carry On, Mr. Bowditch, by telling them that a well-written biography gives the reader an accurate picture of a person's life; the problems, challenges, conflicts, hardships faced; and how these are overcome to achieve fame. In Nathaniel Bowditch's life, his dearest wish was to go to Harvard College. Ask them to view the sound filmstrip and note whether he realized his goal of going to Harvard; if not, why, and how did he manage to obtain his education.

View the Miller-Brody sound filmstrip, Carry On, Mr. Bowditch. (Note: If this filmstrip is not available, substitute an appropriate biography to view.) Discuss the sequence of events in the filmstrip and compare with the events in the excerpt, "Down to the Sea." Ask students to identify cause/effect relationships in the filmstrip.

This same procedure may be used for any biography.

14. Encyclopedia Search. Have students do research on a specific person in encyclopedias. Before they begin their search, review. . .

    a. the alphabetical arrangement of encyclopedias.
    b. the guide letter(s) on the spine of each volume to show the beginning letters of all the main topics listed in the volume.
    c. the numbers on the spine of each volume to help keep the volumes in order on the shelf.
    d. the choice of key word to look for before using the encyclopedia (e.g., How are clouds formed? Key word is "clouds").

    Review the following information relating to key words:

    a. Topics having more than one word are usually alphabetized by the first word. (E.g., Red Sea: look in "R" volume for Red Sea; Atlantic Ocean: look in "A" volume for Atlantic Ocean.)

    b. To find information in the encyclopedia about a person, use the person's last name as your key word. (E.g., Abraham Lincoln: under "L" volume for Lincoln, Abraham.)

    c. Guide words (compare to dictionary guide words), printed in heavy black type at the top of most of the pages of an encyclopedia, are used to help locate the topic quickly.

    Give the following directions to students as they begin their encyclopedia search:

    a. Decide what name to look for (person's last name).
    b. Find the correct volume.
    c. Use guide words to locate the person's name.

Have students locate a long article in an encyclopedia volume. Note that long articles are divided into sections, with each section having its own title or heading in bold face type. This title or heading tells the reader what information is included in that section about the larger subject (name of main heading or title of article).

Review the steps for locating information quickly on a specific question or topic:

a. Locate the correct encyclopedia article.

b. Skim the section headings until you find an appropriate heading that you think might have the information to answer your questions.

c. Read the first two or three sentences of each paragraph in the section and decide whether the information you need is likely to be in that paragraph.

d. If the information does not seem to be there, do not read the rest of the paragraph, but go on to the next one.

e. Only when you think the information you need will be located there should you read the whole paragraph slowly and carefully.

f. When you find the information you are looking for, write the answer to your question.

15. Remind students that information in an encyclopedia can be located quickly by knowing the exact volume and page it can be found; valuable information on a subject can often be found under other entries in the encyclopedia; the only way to find information on the subject under other entries is by using the index to an encyclopedia. Distribute "Index I.Q." Activity sheets that are included in the guide.

16. Introduce Webster's Biographical Dictionary. Distribute the sample entry that has been provided. Have students complete the "Webster's Biographical Dictionary Worksheet."

17. Have students prepare a Time Line, showing dates and events that happened in the biography. A sample has been provided on page 134 . (See Historical Fiction for Time Line)

18. Prepare a diary or journal (written in first person), expressing personal feelings about events taking place throughout a story. Assume the role of the biographee or another character in the book.

19. Write a news article reporting key incidents from the biography including headlines, pictures and interviews with the biographee. This is especially appropriate for action-type stories containing many interesting or exciting events. This activity may be extended to include other types of newspaper writing: editorial, feature, advertisements, etc.

20. Pretend to be the main character in the biography and exchange letters with another student (pretending to be another character in the book) who has read the same book. Follow through to the end of the book, with discussion of events--expressing personal feelings, concerns and opinions of the action taking place. Stress the following:

    a. Proper letter form including return address and date (setting).

    b. Significant events from the story taken from beginning, middle and end of the story.

    c. Use of personal kind of writing one would use in a friendly letter.

SUGGESTED RESOURCES:

1. "Biography," Literature for Children, Series 1, sfs. Pied Piper Productions. Grades 3-6.
2. Compton's Precyclopedia.
3. Carry On, Mr. Bowditch. sfs. Miller-Brody.
4. Webster's Biographical Dictionary.
5. An encyclopedia index.
6. Compton's Encyclopedia.
7. "Biography, A Selected List of Titles: Grades 5-9," Pamphlet #22, Library and Learning Resources Division, State Department of Education.

WEBSTER'S BIOGRAPHICAL DICTIONARY*

Includes over 40,000 names, in one alphabetical list, of persons from all eras, all fields, all parts of the world. Entries give the following types of information:

1. full name of person
2. pronunciation (given with the first entry with that last surname; sometimes in the appendix of prenames)
3. birth and death date (where known; blank space instead of death date for persons still living)
4. nationality
5. occupation, or other description
6. other information
   a. family relationships
   b. education
   c. occupational, business or professional career
   d. other significant activities
   e. scientific discoveries or inventions
   f. names of literary, musical, artistic or architectural works

WEBSTER'S BIOGRAPHICAL DICTIONARY: SAMPLE ENTRY

born | name before marriage | birth date | death date

Stanton (stăn t´n), Elizabeth, *nee* Ca´dy (kā´di). 1815-1902. American woman suffrage leader. b. Johnston, N.Y.; m. Henry Brewster Stanton (1805-87), a lawyer, journalist and abolitionist orator (1840). Organized first woman's rights convention, Seneca Falls, N.Y. (July 19-20, 1848), thus launching the woman's suffrage movement. Associated with Susan B. Anthony in the movement (from 1851). First president, National Woman Suffrage Association. Compiler, with Susan B. Anthony and Matilda Joslyn Gage, of History of Woman Suffrage (3 vols., 1881-86). See HARRIOT BLATCH.

Abbreviations

b. = born
m. = married

WEBSTER'S BIOGRAPHICAL DICTIONARY

{worksheet}

Using the "Webster's Biographical Dictionary: Sample Entry", answer the following questions:

1. What is the pronunciation of Stanton?_____
2. With what name was Mrs. Stanton born?_____
3. When was Mrs. Stanton born?_____
4. Where was Mrs. Stanton born?_____
5. When did she die?_____
6. What was her husband's name?_____
7. When was Mr. Stanton born?_____
8. When did he die?_____
9. Which convention did Mrs. Stanton organize?_____

_____

10. What other woman suffrage leader did Mrs. Stanton associate with beginning in 1851?_____
11. Where was the first woman's rights convention held?

_____

12. What was Mr. Stanton's profession?_____
13. How would you find out why the name "Harriot Blatch" is related to Elizabeth Stanton?_____

_____

14. For the "serious researchers" only: Who was Harriot Blatch?_____

_____

_____

_____

_____

DIRECTIONS: Use Webster's Biographical Dictionary to complete the matching of persons and facts.

WHO IN THE WORLD? (SET I)

PERSONS	FACTS
____ 1. Stephen Collins Foster	a. American Revolutionary soldier who commanded the Green Mountain Boys (1770-1775)
____ 2. Nathaniel Bowditch	b. Convicted of treason and imprisoned; later proved innocent.
____ 3. Ethan Allen	c. English actor who had his leg amputated because of a hunting accident
____ 4. John Wilkes Booth	d. Called "Lou"; played 2130 consecutive major league baseball games.
____ 5. Enrico Caruso	e. Real name Ehrich Weiss; took the name of a French magician
____ 6. Patrick Bernard Delany	f. Improvident and intemperate by nature; died in a charity ward of Bellevue Hospital in spite of large sums realized from his songs
____ 7. Alfred Dreyfus	g. Mathematician and astronomer self educated; mathematical prodigy; made five sea voyages
____ 8. Henry Louis Ethrig	h. Shakespearean actor who shot and killed (President) Lincoln at Ford's Theater, Washington
____ 9. Harry Houdini	i. Invented a telegraph by which six messages could be sent at one time over one wire
____10. Samuel Foote	j. Studied singing while working as a mechanic and factory accountant

DIRECTIONS: Use Webster's Biographical Dictionary to complete the matching of persons and facts.

WHO IN THE WORLD? (SET II)

PERSONS	FACTS
____ 1. Charles Macintosh	a. American woman suffrage advocate, born in Adams, Massachusetts.
____ 2. James Parkinson	b. persuaded by friends to spend a month in an insane asylum in 1838.
____ 3. Walter Philip Reuther	c. Known as the "Father of Medicine"
____ 4. Elizabeth Cady Stanton	d. American labor leader.
____ 5. Susan Brownell Anthony	e. Advocate of nonviolence and racial brotherhood; awarded Nobel Peace Prize in 1964.
____ 6. Red Eagle	f. In return for an insult to the American flag, he stormed and destroyed four forts below Canton, China.
____ 7. Martin Luther King, Jr.	g. (See William Weatherford) defeated by Andrew Jackson in battle of Horseshoe Bend.
____ 8. Jones Very	h. organized the first woman's rights convention in Seneca Falls, New York.
____ 9. Hippocrates	i. Best known as the inventor of a waterproof fabric.
____10. Andrew Hull Foote	j. English surgeon who wrote the first article on appendicitis.

Student's Name

In order to locate information in a set of encyclopedias more quickly, use the index. The location of the index varies from set to set.

An index is the only way to find all the information on a topic in a set of encyclopedias. It lists all the volumes and pages which contain information on a topic, specifying if it is a bibliography, picture, map, chart, graph, list, table, cross-reference ("see also"), etc.

Under the main topic, there are usually section headings which are divided into subtopics. Page numbers and volume are given to enable the student to locate specific information more quickly.

DIRECTIONS: Use the index to an encyclopedia to supply the information on Japan requested below.

Volume(s)	Page Number(s)	Section Heading	Subtopic	Information Needed
				1. a map of Japan's rivers
				2. a picture of National parks
				3. a chart showing racial classification
				4. a bibliography of Japan
				5. a list of Japanese money
				6. a table showing election results
				7. a "see also" reference to cities
				8. diagrams showing houses and shelters of the Japanese
				9. graphs showing lumber and lumber production
				10. an article on "Sun Worship"

Sample Entry Compton's Fact-Index

Rogers, Will (1879-1935), humorist and actor, born Claremore, Oklahoma; appeared in vaudeville 1905; his shrewd, homely comments on men and affairs gave him wide popularity on stage, radio, in motion pictures, and as a writer for the newspapers; killed in Alaska on airplane flight; *picture* O-444, *see also in index* Cheyenne Mountain

stamp honoring, *picture* S-407

Statuary Hall, *table* S-437b

Will Rogers Day (Nov. 4) F-95

Will Rogers Memorial, *picture* O-436

Roller Derby S-207

Roller skating S-207, 208

safety rules S-11

skates S-207, *pictures* S-207

Rolls-Royce, an automobile, *picture* A-804

Romaine lettuce, or Cos lettuce, a variety of the common lettuce (*Lactuca sativa*, variety *longifolia*) distinguished by the long, narrow leaves, uncurled, that form the conical-shaped heads: L-201, *picture* L-201

cultivating, *picture* F-60

BIOGRAPHY CENTER*

The following biography center is designed to focus on George Washington and Abraham Lincoln. The center could be modified for use with other American History units. Allow three weeks for a whole class to complete the center. All of the material that follows should be posted on the center or should be in envelopes at the center.

This center has two purposes:

1. To give you experience in reading to find specific information.
2. To give you an opportunity to read a biography on a person of your choice.

When you complete this center:

1. You will be able to write three facts about both Washington and Lincoln.
2. You will be able to write a definition for the term biography.
3. You will have read one biography and will be able to write three facts about the person.
4. You will dress up like the person you read about and introduce that person to your classmates.

As you do this center, you will be practicing:

Dictionary skills,

Research skills,

Reading for information, and

Speaking to a group.

Name _____

BIOGRAPHY CENTER PRETEST*

In February we celebrate the birth of two famous Americans, George Washington and Abraham Lincoln. What things do you know about these two men? Use the lines below to write as many things as you can about them.

_____

_____

_____

_____

_____

NEXT, write the names of six famous real people.

_____ _____

_____ _____

_____ _____

NOW, tell what you think a biography is.

_____

_____

THEN, complete this sentence.

I wish I knew more about _____

_____

Name _____

PLAN FOR THE BIOGRAPHY CENTER*

You may read the plan to yourself or you may listen to the tape in the recorder below. The tape will read the directions to you. You should follow along reading silently. If you choose to use the tape, be sure to rewind the tape and turn off the machine when you are finished listening.

Keep this sheet in your work folder. Read the whole thing before starting the center and then do each activity in order. Be sure to check with your teacher each time the directions tell you to.

1. Take a worksheet from envelope number 3 and follow the directions on the paper. When you have finished it, fill in this block.

2. Next, choose a biography that you would like to read. The media specialist will help you find a book that you will enjoy. Be sure to show your book to the teacher or the media specialist before you begin reading it. Fill in this block when you have finished this part of the center.

3. Next, read your biography. Try to spend at least 30 minutes each day reading the biography. You may read it at home too. Fill in this block when you have finished your reading.

4. Now, make an appointment to discuss the biography with your teacher or the media specialist.

5. Each boy and girl in the class will dress up like the person he or she read about. We will have a special "Famous Person Masquerade" when everyone has finished their reading. At the masquerade you will have to introduce the person you read about.

6. The last part of this center is called "How Much Did You Learn." Do it after the "Famous Person Masquerade." Place your paper in the completed work folder. Be sure your name is on the paper.

Name _____

BIOGRAPHY WORKSHEET*

Two of the most famous men in the history of our country are George Washington and Abraham Lincoln. They were both born during the month of Febrary. At this center there are many books about these two men. There are also some audiovisual materials and several dictionaries. For the next 15 minutes, explore the materials that interest you most.

NEXT

The books and filmstrips at this center are called biographies. Use one of the dictionaries at this center to find out what a biography is. Read what the dictionary says, think about it and then finish this sentence in your own words.

A biography is _____

_____

NOW

Find three facts about both Washington and Lincoln using the materials at this center. Write a sentence about each of the facts.

1. _____

_____

2 _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

SELF EVALUATION

1. Did you understand the directions? _____ If you answered no, did you ask the teacher or a friend for help? _____

2. How well did you use your time? _____

_____

3. Did you spend (all), (most), or (only part) of your time working at the center? _____

When you have finished this paper put it in the completed work folder.

Name _____

BIOGRAPHY CENTER
HOW MUCH DID YOU LEARN?*

Do not begin this paper until the whole class has done the "Famous Person Masquerade." You must answer the following questions without help from the materials at the center and without the help of your classmates. If you have questions, ask the media specialist for help.

Write at least three things that you know about George Washington.

1. _____
2. _____
3. _____

Now write at least three things that you know about Abraham Lincoln.

1. _____
2. _____
3. _____

What famous person did you read a biography about? _____

_____

Write three things that you remember about that person.

1. _____
2. _____
3. _____

Finish this sentence. A biography is _____

_____

Write the names of six famous real people.

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

QUEST ACTIVITIES*

(These are things you may do if you wish. They are not required of everyone.)

1. Choose a person you admire that you can interview. Take careful notes and write a short biography about the person.
2. Make a filmstrip or mobile to illustrate the book you read.
3. Write a poem describing the person you read about.
4. Make a box sculpture or poster to illustrate the book.
5. Write and present a play about the person you studied.
6. Has a poem been written about the person you studied? See if you can find one in the media center. Share it with the class.

*"Permission to reprint granted by Montgomery County Public Schools, Rockville, Maryland."

notes

HISTORICAL FICTION

OBJECTIVES:

Students will:

1. Compare and distinguish between factual history and historical fiction.
2. Recall that in books of historical fiction the author uses a combination of actual events and imagination.
3. Discuss characters, setting and plot of specific historical fiction stories.
4. Recognize the point of view from which a story is written.
5. Distinguish between statements of fact and statements of opinion of a given historical event.
6. Distinguish between statements of fact and statements of opinion in newspapers.
7. Locate history (non-fiction) and historical fiction print and non-print materials in the card catalog.
8. Recognize the chronological arrangement in the card catalog of subject headings for United States History.
9. Recall that factual materials on history are classified and shelved in the 900's.
10. Locate news articles (FACT) and editorials (OPINION) in recent newspapers.
11. Recognize and evaluate different literary styles in a newspaper.
12. Write a brief (first person) narrative expressing an opinion of a given historical event.
13. Write a factual newspaper article based on an actual period or event in history.
14. Create an original historical fiction story based on an actual event or person.
15. Operate equipment: cassette players/recorders, record players, projectors, and cameras appropriate to ability level and task.

SUGGESTED MATERIALS:

1. "Historical Fiction, A Selected List of Titles: Grades 5-9," Pamphlet #29, Library and Learning Resources Division, State Department of Education.

2. "Historical Fiction," Literature for Children, Series 3, sfs. Pied Piper Productions. Grades 3-6.
3. "Story of a Book," Literature for Children, Series 1, sfs. Pied Piper Productions. Grades 3-6.
4. Encyclopedia (for this unit the World Book Encyclopedia has been used).

ACTIVITIES/SUGGESTIONS:

1. Write a factual newspaper article based on an actual period or event in history. [Who? What? Where? When? Why? How? Which?]
2. Create an original historical fiction story based on an actual event or person.
3. Share film/filmstrip about historical fiction. Suggested source: "Historical Fiction," Literature for Children, Series 3, sfs. Pied Piper Productions. Grades 3-6.
4. Photograph community and prepare historical slide presentation to present at school, clubs, etc.
5. Read book and/or view sound filmstrips of Newbery Award historical fictionbooks. Suggested sources:
    a. Brink, Carol Ryrie. Caddie Woodlawn, sfs. Miller Brody.
    b. Edmonds, Walter D. The Matchlock Gun, sfs. Miller Brody.
    c. Forbes, Esther. Johnny Tremain, sfs. Miller Brody.
    d. Hunt, Irene. Across Five Aprils, record. Newbery Award Records.
    e. Keith, Harold. Rifles for Watie, sfs. Miller Brody.
    f. Meet the Newbery Author: Laura Ingalls Wilder. Perfection Form Company. (Distributed by Miller Brody.)
    g. Speare, Elizabeth. Witch of Blackbird Pond, record. Newbery Award Records.
6. Use activities from Oklahoma State Department of Education curriculum guide, Oklahoma . . . OK.
7. Prepare learning center activities for one author--perhaps Laura Ingalls Wilder. Map her travels. Vote on favorite book.

8. Suggested source of historical fiction learning centers for gifted students is Thinking Caps, Inc. Three available titles are:

   Rifles for Watie
   Witch of Blackbird Pond
   Across Five Aprils.

9. Review statements of fact (can be tested to see whether or not they are true; usually about people, places, things or events whose actual existence can be proved or disproved; the truth of such statements can be checked with a reference source, or they may be something that you yourself have knowledge about) and statements of opinion (cannot be tested to see whether or not they are true; they state something the writer feels or believes; since they are merely a matter of the writer's opinion, there is no way of proving them). Note that news stories are meant to be fact--are usually about people, places, things, or events whose actual existence can be proved and whose truth can be checked first-hand or in reference stories. Point out that an editorial expresses the writer's opinion about an event, a person, etc. Since the editorial says what the writer feels or things, there is no way of proving whether or not it is true.

   Provide recent newspapers and have students locate and cut out examples of news stories and editorials. These might be separated and displayed on a bulletin board (divided into sections) with the captions: FACT --- OPINION.

10. Tell students that the media center has materials on history (things that happened in the past) as well as current events found in newspapers. Review the 900's as the location of history that is nonfiction. Review use of author and title cards briefly. Introduce the arrangement of subject headings for materials on United States History:

    a. Note that so many materials are published and/or produced on the history of the United States that the topic has been divided into many subtopics. This has been done so that a person using the media center can locate quickly information on a specific period in United States history. Ask students to recall how subject cards are arranged in the card catalog (alphabetically). Note that it seemed easier to locate the subjects on history by placing them in chronological order (arranged in order according to the time, or date, that something happened). Show a transparency of the arrangement of the U. S. history subjects.

b. Review the filing of "nothing before something" in the first three subjects: UNITED STATES, UNITED STATES - HISTORY, UNITED STATES - HISTORY - FICTION.

c. Note alphabetical arrangement of subdivisions, except when dates follow the word HISTORY; the dates following HISTORY are arranged chronologically.

11. Set up a"You Are There"history center with sound filmstrips, recordings and other media relating to factual and fictional characters and events from history. Encourage students to use the center during free time. A set of encyclopedias and appropriate nonfiction books on history might also be placed in the area. Select appropriate, interesting events. After making a separate card for each topic, place cards in the YOU ARE THERE center. Students will select an event that interests them; locate the information in encyclopedias, nonfiction books and software, then read, listen and view all available materials, gathering factual information on their topic. After enough factual information has been collected, the student will write a brief narrative beginning, "I was there when . . . ." followed by a summary of factual statements on what happened, along with personal feelings, reactions and/or opinions of the event. These could be recorded on a cassette recorder and shared at a later session.

"You Are There . . ." encyclopedia activity has been included in the guide.

12. Point out that sometimes little-known people, places, things, or events in history capture the interest of authors. After researching the period in history, the author will put his/her imagination to work and create historical fiction for readers to enjoy. Note Holling C. Holling's description in the "Story of a Book" filmstrip (Pied Piper) and how he did research for the book Pagoo. He did two kinds of research. What were they? (reference sources and first-hand) Since it is impossible to research history first-hand, an author must depend on reading to find information. More recent history may be recorded on sound (example: recordings of speeches by recent Presidents).

13. Conduct and record oral-history interviews.

14. Introduce the index to the World Book Encyclopedia. Stress the importance of using the index to an encyclopedia to locate all the information on a subject. For example see "Revolutionary War in America" and prepare a transparency to point out the following:

    a. Subject headings,
    b. See Also references,
    c. Section headings,
    d. Subtopics.

15. Complete "Index Ideas" worksheet (included in this guide).

16. Place in order the sequence of events from a historical fiction or biography book to form a time line. Illustrations will add to the attractiveness and readability of the time line.

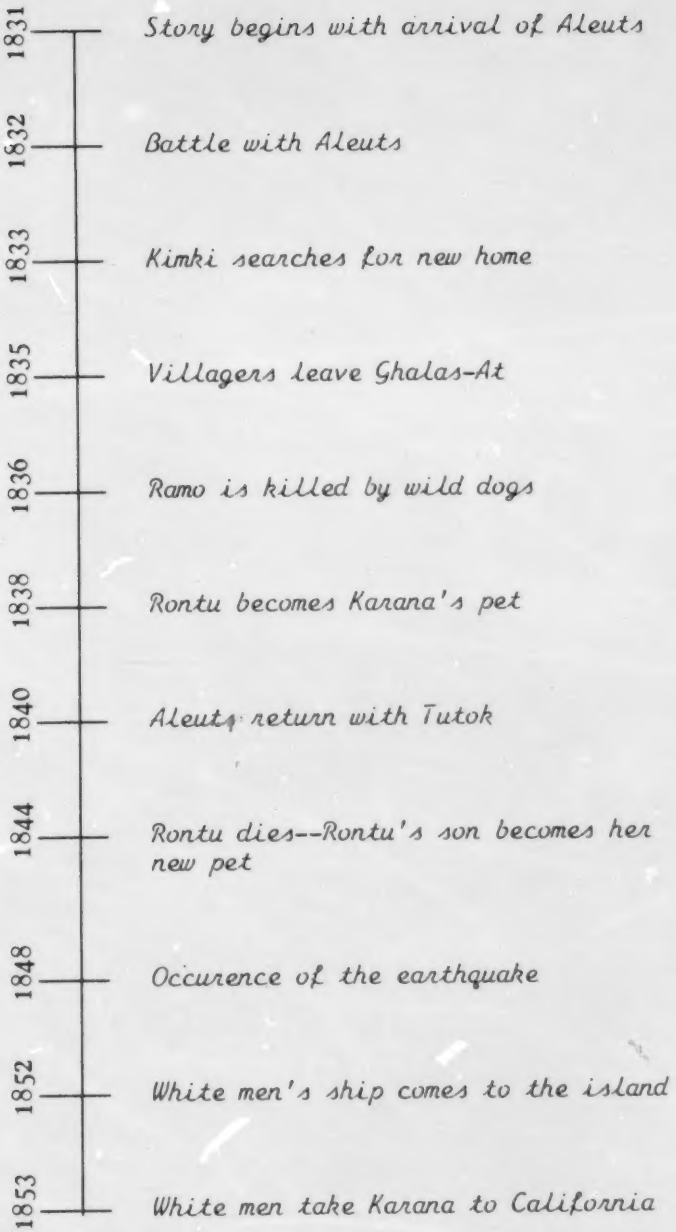
    A sample time line is included. Have the students illustrate it.

GLOSSARY:

A. Chronological Order - arranged in order according to the time, or date, that something happened.
B. Current Events - those events that are happening at this time (now).
C. Editorial - an article in the news media (newspaper, magazine, radio, television) that expresses the writer's opinion about an event, a person, etc.
D. Historical Fiction - stories based partially on events that actually happened in history, but in which the author used imagination to make the book more interesting to read.
E. History - things or events that happened in the past.
F. Narrative Style of Writing - a style of writing in which an author describes actual or fictional events.
G. News Story - an article about people, places, things, or events whose actual existence can be proved and whose truth can be checked first-hand or in reference presented.
H. Play - a story written in a form to be presented to an audience, with characters acting and speaking their parts.
I. Statement of Fact - a statement expressing something the writer feels or believes; there is no way of proving its truth.
J. Statement of Opinion - a statement expressing something the writer feels or believes; there is no way of proving its truth.
K. Subtopic - a smaller subject that is a part of a larger subject; it covers information on the main topic.
L. Summary - information rewritten in a shorter form, covering the most important points given in the original information.
M. Topic - a subject.

Island of the Blue Dolphins

BY Scott O'Dell



Student's Name

In order to locate information in a set of encyclopedias more quickly, use the index. The location of the index varies from set to set.

Using an index is the only way to find all the information on a topic in a set of encyclopedias. It lists all the volumes and pages which contain information on a topic. It specifies if there is a picture, map, etc. in the article. Under the main topic, there are section headings which are divided into subtopics. Page numbers and volume letter or number are given to enable the student to locate information more quickly.

Directions: Use the index volume from an encyclopedia to supply the information requested.

Volume(s)	Page Number(s)	Section Heading	Subtopic	Information Needed
				1. pictures of the first U.S. flag
				2. an article on the Battle of Bunker Hill
				3. a picture on U.S. Army
				4. an article about the Boston Massacre
				5. a picture of Valley Forge
				6. an article on the Declaration of Independence
				7. an article on Benjamin Franklin
				8. an article with picture on Massachusetts

Student's Name

KEY TO KNOWLEDGE

Directions: Key words are the "Keys to Knowledge." Fill in the table below with the information requested. The first one is done for you. (Use World Book Encyclopedia.)

Key word or words	Question
tern	1. What is a tern?
	2. From where do we get cork?
	3. Where could you find a colored picture of bird's eggs?
	4. Who worshipped the asp?
	5. Locate a table of inventions and their inventors.
	6. How are freight trains made up?
	7. What is "China's Sorrow"?
	8. To which political party did Herbert Hoover belong?
	9. What is a fault in the earth?
	10. Who was Charles A. Lindbergh?

YOU ARE THERE . . .

Authors of both historical fiction and nonfiction books often select little-known events from history and write stories about these events. Before they begin writing, they collect all the information they can find about the event, asking questions: Who? What? When? Where? Why? Which? and How?

Assume you are an author who wants to write a story based on an event in the history of our country, the United States. Begin your search for that "special event" by reading the topics below. These were selected from the Reading and Study Guide To Be Used With The World Book Encyclopedia.

When you find an event that interests you, use the following steps to locate your information:

1. Look for the words typed in ALL CAPITAL LETTERS; this is the name of the article in the World Book Encyclopedia that will include the information on your event.
2. Find the correct volume of World Book by using the first letter(s) of the first word in the name of the article.
3. Look for the name of your article in its correct alphabetical place.
4. Skim the article until you find the event you are looking for.
5. If the article is long, it will be divided into sections; each section will have a heading or title. Read the section headings until you find the title of a heading that matches the one shown in parentheses in the events listed below.
6. After you have found your event, read the information on it carefully and write as many questions and answers on the event as you can. Think of all the questions you can that begin with Who? What? When? Where? Why? Which? How? (You may look in other sources if you need more information on your event).
7. Rewrite the information from the answers to your questions in the form of a first person, narrative beginning with the words "I was there when . . ." Include your own feelings about the event as you retell the story of the event.
8. Remember: YOU ARE THERE -- use descriptive words to tell how you feel!

YOU ARE THERE . . . EVENTS

"FIRSTS": Event | Name of Article | Section Heading of Article

1. First Commercial Oil Well, PETROLEUM (The Birth of the Oil Industry)
2. First Paper Money Issued by U.S., MONEY (Growth of Paper Money)
3. First Skyscraper, SKYSCRAPER
4. First Wedding in the White House, CLEVELAND, GROVER (Cleveland's Family)
5. First Automobiles in America, AUTOMOBILE (The Gasoline Car)
6. WRIGHT BROTHERS; AIRPLANE (The Wright Brothers; The First Airplane Flight)
7. Postage Stamps First Used, POST OFFICE (In the 1700's and 1800's)
8. NEWSPAPER (First Newspapers)
9. FLAG (The Stars and Stripes First Flew)
10. The First Gerrymander, GERRYMANDER
11. First Steam Locomotive in the United States, TOM THUMB
12. MATCH (The First Match)
13. First Steel Plow, DEERE, JOHN

ADDITIONAL SUGGESTIONS:

14. DRED SCOTT DECISION
15. Tea Act, BOSTON TEA PARTY
16. Assassination of Garfield, GARFIELD, JAMES A.
17. Johnstown Flood, JOHNSTOWN
18. Earthquake and Fire, SAN FRANCISCO
19. GOLD RUSH
20. Pony Express Established, PONY EXPRESS
21. The South Surrenders, CIVIL WAR
22. BACON'S REBELLION
23. MAYFLOWER COMPACT
24. CLAIBORNE'S REBELLION
25. DECLARATION OF INDEPENDENCE
26. Duel Between Hamilton and Burr, HAMILTON, ALEXANDER
27. Capitol Burned, WASHINGTON, D.C. (History)
28. Six Shooter Invented, COLT, SAMUEL
29. WYOMING VALLEY MASSACRE
30. Custer's Last Stand, CUSTER, GEORGE A.
31. INDIAN WARS (Death of the Plains, Desert Battleground)
32. BUNKER HILL, BATTLE OF
33. BOSTON MASSACRE

FILING ORDER
FOR UNITED STATES HISTORY
SUBJECT HEADINGS

U. S.
U. S. - HISTORY
U. S. - HISTORY - FICTION
U. S. - HISTORY - COLONIAL PERIOD
U. S. - HISTORY - COLONIAL PERIOD - BIOGRAPHY
U. S. - HISTORY - COLONIAL PERIOD - FICTION
U. S. - HISTORY - FRENCH AND INDIAN WAR, 1755-1763 - FICTION
U. S. - HISTORY - REVOLUTION
U. S. - HISTORY - REVOLUTION - FICTION
U. S. - HISTORY - 1783-1809
U. S. - HISTORY - WAR OF 1812
U. S. - HISTORY - WAR OF 1812 - FICTION
U. S. - HISTORY - 1815-1861
U. S. - HISTORY - CIVIL WAR
U. S. - HISTORY - CIVIL WAR - FICTION

notes

ADVENTURE

OBJECTIVES:

Students will:

1. Discuss character(s), setting and plot of adventure stories.
2. Identify the characteristics of adventure stories: action, suspense, conflict and action style of writing.
3. Recognize the point of view used by an author in writing a story.
4. Recognize and evaluate an author's use of sensory words, simile, metaphor and personification.
5. Write an original adventure story using first person point of view, narrative style.
6. Locate adventure stories in the card catalog (author, title and subject headings) and on the shelves.
7. Locate synonyms and antonyms in a dictionary or thesaurus.
8. Use geographical dictionary or atlas to locate specific information.
9. Operate equipment: cassette players/recorders, record players, projectors and cameras appropriate to ability level and task.

SUGGESTED MATERIALS:

1. Webster's Geographical Dictionary.
2. Junior Authors series.
3. Webster's Biographical Dictionary.
4. Book selection materials that are available in the media center.
5. "Adventure," Literature for Children, Series 3, sfs. Pied Piper Productions. Grades 3-6.
6. Julie of the Wolves, sfs. Miller-Brody.
7. Thesaurus and/or dictionary.
8. Bibliography of "adventure" stories available in the media center.

ACTIVITIES/SUGGESTIONS:

1. Review the characteristics of adventure stories:

   a. they contain a lot of action
   b. they create suspense (Will Mafatu conquer his fear of the sea?)
   c. the characters experience conflict (struggling of two opposing forces, only one of which will win)
   d. the author uses an action style of writing (short sentences and action words creating movement and power).

2. Have students read Island of the Blue Dolphins by Scott O'Deli or share an excerpt aloud with the class. Note that this story is a 1961 Newbery Award book. Review the meaning of this award (see section on Award Winning Books).

   Recall that this type of story is both an adventure story and historical fiction. O'Dell based this story on an actual incident. He came across an article about the event while researching to write a history of Southern California.

   The author refers to Karana as "a girl Robinson Crusoe." Karana was stranded on the island alone for 18 years, just as Daniel Defoe's Robinson Crusoe was stranded on a desolate island for years.

   Also note that Mafatu, in Call It Courage, experienced some of the same conflicts as Karana and Robinson Crusoe.

3. Show the sound filmstrip, "Adventure" from the Pied Piper Series. Discuss the above points, noting the way the author uses action words to build up excitement in the story. Begin the filmstrip again, showing the initial frame and the sound accompanying it: "What held the boy's eyes in an awful trance were the figures springing and leaping about the flames, darting, shifting, bounding toward the sky". Call attention to the quick movement of the action words used by the author: springing; leaping; darting; shifting; bounding. Let students close their eyes and listen to the sound, thinking of the pictures such words help them to "see" in their imagination. Note that this is one of the techniques used by good authors to help a reader get a clear picture of the characters and events in a story. Through use of this technique, sensory words, an author appeals to every bit of information your brain has stored from all your senses have experienced. Ask students to name their five senses (sight, hearing, touch, smell, taste). Sometimes sensory words appeal to only one sense (as the above words: springing, leaping, etc.). At other times, you can "hear" and "see" what the words describe (a crackling fire, the thundering sea, etc.). Sometimes one can "taste", "smell", "hear" and "see" sensory words.

Read phrases from the story, Call It Courage, and have students identify the sense or senses to which a phrase appeals. Examples: "the mutter of the reef sounded a warning" (sound); "the thunder of the sea" (sight, sound); "glassy swells lifted and dropped the small canoe" (sight, sound). Complete "Adventure Stories: Sensory Words" (included in guide).

4. Review use of similes and metaphors. Note that by comparing one thing to another, authors add meaning to their stories. Another fascinating technique used by authors is called personification. Using this technique, an author writes about objects or things as if they were persons. Point out the use of personification in "Call It Courage": water lashed; wind screamed; hair stood up; sea muttered; heart hammered; wind played; palms beckoned; laughter floated; heart leaped. Discuss the effect of using personification; note how the author uses sensory words to help you hear, see, feel, smell or taste the same things that the characters do. Also refer to "Fantasy" Section.

   As an independent activity, have students locate pictures of things or objects in old magazines. These may be mounted on tagboard or construction paper. Students will choose appropriate phrases using sensory words to describe the pictures. These may be mounted for a bulletin board display.

5. Review synonyms and antonyms. Prepare a learning activity using a Thesaurus in which students locate synonyms and antonyms to create different meanings for phrases using personification. List names of several objects or things and have students supply verbs to complete the personification (sky cries; sky laughs; wind sings; wind moans).

   As independent activities, have students:

   a. write a paragraph about a given subject using personification. Other sensory words may also be included.
   b. write a simple paragraph to describe the setting of an adventure story, then list phrases using personification, similes and metaphors that would make the paragraph more descriptive. The paragraph could then be rewritten, inserting sensory words. Students could share their paragraphs, compare those with and without sensory words, and evaluate their effectiveness.

6. Review the location of adventure stories by using author, title and subject cards in the card catalog. Note subject heading: ADVENTURE AND ADVENTURERS (often biographical 92; 920).

7. Provide students with a copy of "Word Sleuth for Adventure Books" (provided in the guide) and upon completion have them find a title for each author by using media center resources.

8. Discuss adventure stories checked out and read since the last media center visit. Have students recall the four characteristics of adventure stories introduced in Session I of this unit. As students discuss story elements (character, setting and brief summary of their plots), help them to identify action suspense, conflict and action style of writing in the books they have read. Note that the most exciting adventure stories present the main character with a difficult problem or a challenge to be faced (similar to myster stories). An obstacle is presented (in Call It Courage the obstacle was Mafatu's fear of the sea; stated early in the story), and as the author skillfully paints his word pictures, the reader's suspense begins to mount. (Will Mafatu conquer his fear of the sea?). The action reaches its peak when the main character decides on a way to resolve the conflict. Ask students to recall the incident when Mafatu decided what he must do to conquer his fear and gain acceptance by his people.

   Read the following excerpt from "Call It Courage":

   > "His hands were damp and cold. His nails dug into his palms. Suddenly a fierce resentment stormed through him. He knew in that instant what he must do. He must prove his courage to himself, and to the others, or he could no longer live in their midst. He must face Moana, the Sea God- face him and conquer him. He must."

   From this point in the story, the author carefully guides Mafatu through each event until he carries out his vow to face the Sea God and conquer him. Was it the sea that he conquered, or something else? (Students should identify fear as Mafatu's real enemy.)

   Reread the above excerpt from Call It Courage, stressing the pronouns:

   > "His hands were damp and cold. His nails dug into his palms. Suddenly a fierce resentment stormed through him. He knew in that instant what he must do."

   Ask students who the author is talking about when he uses the words he, his and him (Mafatu). Tell them that when authors use pronouns such as he, his, him, she, her, they and them to refer to story characters, they are writing in the third person. When an author uses words like I, me, my, we, us and our, he is writing the story as if he were one of the characters. Read the following excerpt from the story "Hunting the Giant Devilfish":

"I drove the knife down into his body and as I did this I was suddenly covered, or so it seemed, with a countless number of leeches, sucking at my skin... again and again I struck down through the tough hide...I tried to drag the devilfish out of the water, but my strength was gone."

Reread the above excerpt from "Hunting the Giant Devilfish," and have students note the use of pronouns I and my. Ask who is talking (Karana). Scott O'Dell is telling the story as if he were Karana (written from first person point of view). Note that the author uses only a narrative style of writing. Why? (Because Karana is alone on the island with no one else to talk to.)

9. Show the sound filmstrip, "Julie of the Wolves", based on the newbery Award winning book by Jean George. Identify characters, setting and plot of the story and compare with Call It Courage and Island of the Blue Dolphins.

10. Sometimes an author develops the character's qualities by the "direct" method. In Island of the Blue Dolphins, the author never tells directly what kind of person Karana is; you learn what she is like by the things she does, her actions only. You cannot learn about her by what she says (no dialogue). So an author develops his/her characters by one or more of the following ways:

    a. through the character's speech and actions;
    b. by telling and showing what a character is like; or
    c. by telling what a character thinks and feels.

11. Set up an "Adventure Island" writing center: Students might enjoy using an atlas to locate an island somewhere off the mainland of some continent, then write an original account (first person) of their experiences while attempting to provide themselves with food, clothing, and shelter. Stress the use of sensory words, building suspense and creating an obstacle to survival.

    Students might use an opaque projector to prepare a map on a transparency, showing the location of their adventure island (in relation to the continent nearby). A diagram could also be made on a transparency to illustrate shelter constructed, weapons, location of specific events that took place in the story, etc.

    Have students prepare a time line showing the sequence in which events occurred in their story, or in an adventure story they have read. (See the time line for Island of the Blue Dolphins in the Historical Fiction Section.)

notes

ADVENTURE STORIES: SENSORY WORDS

Authors choose words carefully to give readers a clear picture of what is happening in a story. Sometimes they use words that appeal to one or more of the five senses (sight, hearing, touch, smell and taste). These are called SENSORY WORDS. Authors of adventure stories often use many sensory words to build suspense and excitement in their stories. Armstrong Sperry, author of the adventure book, Call It Courage, used the following sensory words in his story.

DIRECTIONS: A. Read each phrase and decide whether it describes something you might see, hear, touch, smell or taste.
B. In the blank space, write the correct name of the sense or senses to which the description appeals: sight, hearing, touch, smell or taste.

Example: the thunder of the surf sight, hearing

1. gleaming white skeleton of a whale _____
2. hands were raw and blistered _____
3. a smarting on his eyelids _____
4. set his scalp atingle _____
5. cold sweat broke out on his forehead _____
6. waves lifted and struck at one another _____
7. island lay shrouded in darkness _____
8. thirst burned his throat _____
9. light lay in silver bands _____
10. how bitter the name must taste on his father's lips _____
11. albatross floating serenely against the sky _____
12. sea crashed upon the reef _____
13. hands were damp and cold _____
14. gaping jaws curved into a yawning grin _____
15. rough hide scraped the flesh from the boy's shoulder _____

WORD SLEUTH: AUTHORS OF ADVENTURE STORIES

DIRECTIONS: Find the names of the authors of adventure stories in the puzzle below. Remember you can read them forward, backward, up, down and diagonally. Mark each name off the list as you circle it in the puzzle.

AIKEN
BERNHEIM
BURNFORD
CHRISTOPHER
CLARK
COATSWORTH
GEORGE
O'DELL
SPERRY
STEELE
TAYLOR
THIELE
TWAIN
ULLMAN
VERNE
WALTON
WIBBERLEY
WYSS

W	A	L	T	O	N	Z	U	Q	D	A	C
I	B	C	R	T	A	Y	L	O	R	B	O
B	X	H	J	P	G	E	O	R	G	E	A
B	U	R	N	F	O	R	D	T	S	R	T
E	E	I	V	E	R	N	E	H	F	N	S
R	H	S	L	V	K	W	L	I	Z	H	W
L	T	T	T	O	Q	I	L	E	C	E	O
E	D	O	G	E	K	R	A	L	C	I	R
Y	H	P	S	I	E	S	T	E	P	M	T
X	A	H	C	S	U	L	L	M	A	N	H
S	P	E	R	R	Y	H	E	M	O	N	C
T	Q	R	H	G	T	W	A	I	N	L	U

FANTASY

OBJECTIVES:

Students will:

1. Recognize fantasy stories as one type of literature.
2. Distinguish between realistic fiction and fantasy.
3. Identify characteristics of a fantasy story.
4. Discuss the story elements in a given fantasy story; characters, setting and plot.
5. Recognize and evaluate the effectiveness of an author's use of sensory words; similes and metaphors; personification.
6. Locate fantasy stories in the card catalog (subject, author, and title cards) and on the shelves.
7. Produce an original multi-media fantasy story.
8. Operate equipment: cassette players/recorders, record players, projectors and cameras appropriate to ability level and task.

SUGGESTED RESOURCES:

1. "Fantasy, A Selected List of Titles: Grades 5-9," Pamphlet #21, Library and Learning Resources Division, State Department of Education.
2. Loudest Noise In the World, sfs. Weston Woods.
3. Juster, Norman. Phantom Tollbooth.
4. "Reflections on Fantasy and Science Fiction," Top of the News, Volume 39, Number 1 (Fall, 1982), pp. 39-96.

ACTIVITIES/SUGGESTIONS:

1. Investigate fantasy literature. Suggested source: Tucker's Countryside, Twenty-one Balloons, and the Chronicles of Narnia, available from Thinking Caps, Inc.
2. Prepare list of science fiction/fantasy authors. Find out three facts about each. Suggested list: John Christopher, Madeline L'Engle , Alexander Key, Alfred Slote, Eleanor Cameron, Oliver Butterworth, Ian Fleming, C. S. Lewis, and Ben Stahl.
3. Discuss a fantasy book such as Phantom Tollbooth by Norman Juster. Students should identify the story as fantasy.

a. Review the meaning of fantasy (a fanciful story that could not really happen).

b. Have students identify characteristics of fantasy (animals talking, etc.).

c. Review meaning of story elements: characters (people or animals in a story), setting (when and where a story takes place), and plot (the plan of action for a story).

d. Ask students to identify characters, setting and plot in the story.

4. Distinguish between "realism" and "fantasy" (see GLOSSARY).

5. View and discuss the sound filmstrip, The Loudest Noise in the World (Weston Woods). Discuss characteristics of the story that make it a fantasy. Have students recall the characters, setting and plot of the sound filmstrip and of The Phantom Tollbooth. Ask them what they liked about each. Remind students that authors of fantasy stories create several types of fantasy--talking animals, objects or things acting like humans, science fiction, as well as fables, fairy tales and legends. Ask students if they can recall the name of the author's technique when he/she writes about objects or things as if they were persons.

6. To reinforce students' understanding of personification, have them locate pictures of things or objects in old magazines. These may be mounted on tagboard or construction paper. Students will choose appropriate phrases using sensory words to describe the picture. (Example: a picture of palm trees with the caption: The palms beckoned; a picture of a boat in a rough sea with the caption: The water pitched.) A bulletin board or display could be made of the pictures. This activity could be extended to include similes, metaphors and other descriptive words.

7. Read stories by Hans Christian Andersen, one of the first writers of modern fanciful tales.

8. Review an author's use of sensory words. Note that Mr. Juster, the author of The Phantom Tollbooth appealed to one certain sense more than the others (sound): bubbling pots of stew; chop of an ax; crash of a tree; creak of a hinge; hoot of an owl; sharp snap of winter ice cracking on the ground. In these examples the primary sense to which the author appeals is hearing. In some, more than one sense is involved: bubbling pots of stew appeals to taste, smell, sight and hearing. Ask students to think of similar phrases and identify the sense to which it appeals. (Note: this may be different, depending on the student's individual senses; accept any reasonable response. Make it a fun-type activity.)

9. Use the "Easy as Pie Mobile" activity that has been included.

10. Let students use the card catalog to locate fantasy books by author and title. Review the filing of title cards beginning with the words A, An, or The. (Disregard the A, An, or The; look for the second word of the title in its correct alphabetical order.)

11. Encourage students to read fantasy books and add to their "Reading Record" folders. Ask them to read a book or books and be prepared to share with the group on the next visit. Have students share the fantasy books read since the previous visit. Discuss qualities of characters that were not realistic, unrealistic settings, and events that could not have possibly happened. Distinguish between fantasy with talking animals and fantasy with people in science fiction situations.

12. Complete the "Fantasy Wheel" activity.

GLOSSARY:

A. Fantasy - a fanciful story that could not really happen.
B. Metaphor - a figure of speech that compares two very different things, the comparison is made by saying one thing is another ("road is a thread").
C. Personification - a technique in which an author writes about objects or things as if they were persons. (wind screamed; sea muttered)
D. Sensory Words - words used by an author to help a reader hear, see, feel, smell or taste the same things that the characters do.
E. Simile - a figure of speech that compares a person or thing to something else; they are easy to recognize because the word like or as is used in making the comparison (strong as an ox; voice like thunder).

I. Activity (Fantasy Wheel)

II. Purpose: To provide practice of associating fantasy books to the names of the author.

III. Media Staff Preparation:

A. Materials:

1. Circle (8" in diameter) with titles of 12 fantasy books
2. Circle (4" in diameter) with authors' names, arranged so that each name will appear next to the appropriate book when the wheels are in the correct position. The circle with the authors' names is attached to the wheel with a brad. (See illustration)

IV. Procedure: Author and title will not be aligned. Student will match title and author by turning wheel to correct position.

Variation: Book wheels for other categories of literature.

HISTORICAL FICTION

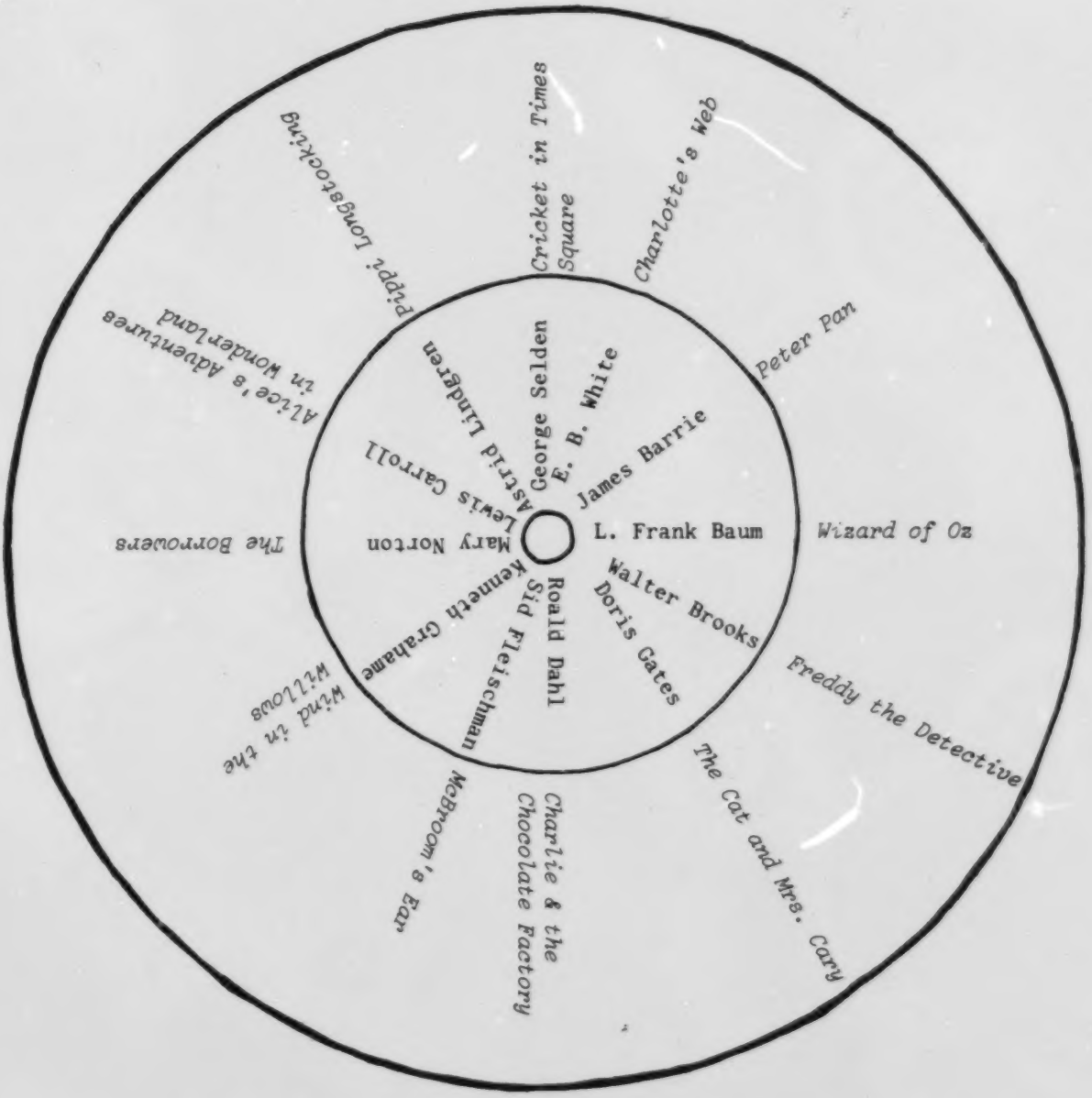
Caddie Woodlawn	Carol Ryrie Brink
Brady	Jean Fritz
The Vicksburg Veteran	F. N. Monjo
The Peppermint Pig	Nina Bawden
The Upstairs Room	Johanna Reiss
The Lost Queen of Eqypt	Lucile Morrison
Viking's Dawn	Henry Treece
Dawn Wind	Rosemary Sutcliff
Caxton's Challenge	Cynthia Harnett
Adam of the Road	Elizabeth Vining
The Wonderful Winter	Marchette Chute
The Stronghold	Mollie Hunter

ANIMALS

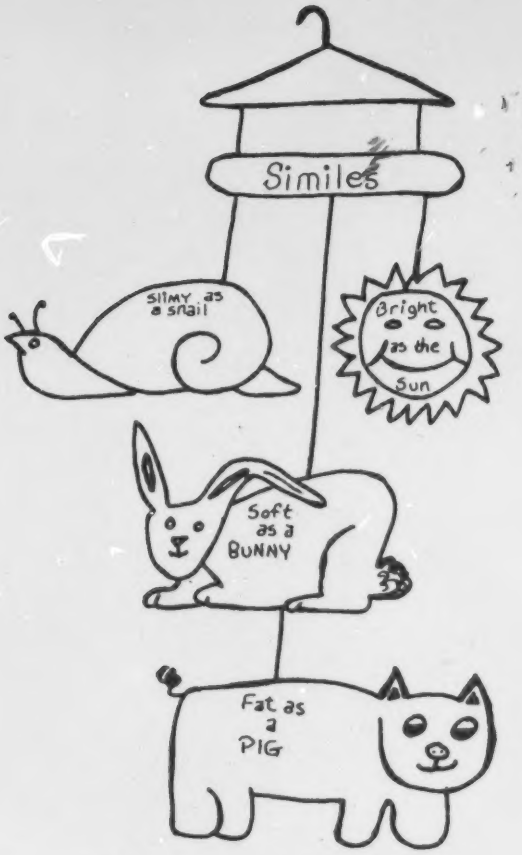
Julie and the Wolves	Jean George
The Yearling	Marjorie Rawlings
Gentle Ben	Walt Morey
Big Red	Jim Kjelgaard
The Crumb	Jean Doty
The Incredible Journey	Sheila Burnford
King of the Wind	Marguerite Henry
Rascal	Sterling North
An Otter's Story	Emil Liers
Lakeland Vet	Joyce Stranger
Along Came a Dog	Meindert DeJong
Leave Herbert Alone	Alma Whitney

NOTE: Authors and/or titles will need to be scrambled when this game is constructed.

FANTASY WHEEL



Can you match the titles and authors?



I. Activity: Easy As Pie Mobile

II. Purpose: To provide student with a "fun" introduction to a variety of similes.

III. Media Staff Preparation:

A. Materials:

1. coat hangers
2. poster board
3. string
4. magic markers

IV. Procedure:

A. Have each student select a simile from the selection sheet accompanying this unit.
B. Have them design an animal or object to illustrate the simile they select.
C. Allow group to combine their completed figures to make one or more mobiles to display in the media center.

SIMILES
(to be used for "Easy As Pie Mobile")

wise as an owl

sly as a fox

gentle as a lamb

slow as a turtle

stubborn as a mule

happy as a lark

busy as a bee

graceful as a swan

sings like a bird

quiet as a mouse

swift as a deer

proud as a peacock

brave as a lion

mad as a hornet

slippery as an eel

talkative as a parrot

majestic as an eagle

waddling like a duck

full as a tick

hard-headed as a goat

smart as a whip

sharp as a tack

easy as pie

stiff as a poker

snug as a bug

slick as a whistle

sour as a pickle

cold as ice

cool as a cucumber

hot as a fire cracker

black as pitch

nutty as a fruit cake

light as a feather

SCIENCE FICTION

OBJECTIVES:

Students will:

1. Define science fiction.
2. Distinguish between realistic fiction and science fiction.
3. Identify examples of science fiction books and their authors.
4. Evaluate an author's qualifications by researching his/her background and experience.
5. Recognize jargon in a given selection.
6. Locate science fiction and nonfiction print and nonprint materials in the card catalog (subject, author, title cards) and on the shelves.
7. Recognize that some authors may write under more than one name and/or under a pseudonym.
8. Write an original science fiction story. Prepare a single or multi-media presentation of an original science fiction story.
9. Correctly use the index to locate biographical information in Junior Authors series.
10. Locate science and technology related terms in a science dictionary.
11. Operate equipment: cassette players/recorders, record players, projectors and cameras appropriate to ability level and task.

SUGGESTED RESOURCES

1. "Science Fiction, A Selected List of Titles: Grades 5-9," Pamphlet #28, Library and Learning Resources Division, State Department of Education.
2. Junior Authors series.
3. Compton's Illustrated Science Dictionary.
4. "Reflections on Fantansy and Science Fiction," Top of the News. Volume 39, Number 1 (Fall, 1982), pp. 39-96.

ACTIVITIES/SUGGESTIONS:

1. Prepare science fiction learning centers. Suggested source: Thinking Caps, Inc.
2. Compile a bibliography of available science fiction in the library media center.

3. Have a small group write a science fiction story and prepare multi-media presentation.

4. Prepare list of science fiction/fantasy authors. Find out three facts about each. Suggested list: John Christopher, Madeline L'Engle, Alexander Key, Alfred Slote, Eleanor Cameron, Oliver Butterworth, Ian Fleming, C. S. Lewis, and Ben Stahl.

5. View film/filmstrip on science fiction. Suggested sources:

   a. "Science Fiction," Literature for Children, Series 6, sfs. Pied Piper Productions. Grades 5-9.

   b. "Reading for the Fun of It: Science Fiction," sfs. Guidance Associates.

6. Discuss a science fiction book such as Dolphin Island by Arthur C. Clarke, a successful science fiction and non-fiction writer.

   Define science fiction (a story based in whole or in part on scientific discoveries that the author imagines may be made in the future, or on things like interplanetary travel from other planets). Ask students to name characteristics of the story that would make it science fiction rather than realistic fiction or fact. (It takes place in the twenty-first century.)

   Remind students of the research involved in writing a book. Many science fiction writers first become interested in science, did research on space, the planets, flying, etc., and then began to use their imagination about things that could happen in the future. Some authors, such as Arthur Clarke, have the education and experience to qualify them to write accurate information about a subject. Point out the biographical information about Mr. Clarke: he built his first telescope at thirteen; studied physics and math at King's College; was editor of a science magazine. Explain that it helps to know something about an author's background, education and experience in order to decide which author is best qualified to write about a subject. Special books in the media center give such information about authors such as Junior Authors series.

7. Introduce or review the Junior Authors series.

   Junior Book of Authors (Wilson, 1951)
   More Junior Authors (Wilson, 1963)
   Third Book of Junior Authors (Wilson, 1972)
   Fourth Book of Junior Authors and Illustrators (Wilson, 1978).

Explain that each book contains a list of authors who were well-known when that book was published (1951, 1963, 1972, 1978). The names of the authors are in alphabetical order as they would be in an encyclopedia. The index at the end of each book gives the names of authors found in that book and also the other author books printed earlier in the series. Since the Fourth Book indexes all four books, it would save time to look at the index in this volume to see if information on the author can be found in any of the four volumes.

Using a page from the index to the Fourth Book of Junior Authors and Illustrators, explain:

a. The key at the top of the page showing J-M-T-F abbreviations is used to show the volume in which an author (or illustrator, if volume 4) can be found.

b. Use of "See" references: Sometimes an author decides to use a pseudonym (pen name, or fictitious name -- note similarity between "fiction" and "fictitious") rather than his/her real name. (Example: "Allen, Adam" see Epstein, Samuel.) The pen names are shown in quotation marks. Women authors sometimes write books before and after they are married and will have books under two names (Example: Adoff, Virginia Hamilton. See: Hamilton, Virginia).

8. Review meaning of science fiction, realistic fiction and science nonfiction. Lead students in a discussion of science fiction and science nonfiction books checked out during their last visit. Discuss:

Fiction
a. Characters - any unusual appearance, special powers
b. Setting - when and where the story took place
c. Plot - problems faced, how resolved
d. What did you like most about the book?

Nonfiction
a. Tell something you learned that you didn't know already.
b. What did you like most about the book?

9. Review the meaning of jargon (a specialized language used by people in a particular field of work). Note jargon used in different careers: football players (quarterback, punt, pass, first down); computer scientists (input, output, programmer, data, memory); astronauts (orbit, outer space, lunar probes, rocket). Other fields of science: physics, chemistry, mathematics, etc. use special jargon. Authors of science books must know the special language (jargon) of science to write their books, either factual or science fiction.

Remind students that they may find special language (jargon) in some of the science books they read. They may need to look in a dictionary to find the meaning of these words. The media centers have special dictionaries that include words related to science or technology (the application of scientific knowledge to practical purposes). One of these special dictionaries is Compton's Illustrated Science Dictionary. Introduce it with a transparency of "The Science Dictionary" page included in the guide. Have the students complete the "Science Dictionary Search" page.

10. Complete "Lunar Lingo," (included in unit).

11. Play "Science Fiction Sleuth," (Included in unit).

12. Students may create and illustrate an original science fiction story based on:

    a. the characters "Merk and Mandy."
    b. a creature or human with special powers (Big Foot or a robot).
    c. interplanetary life or travels.

GLOSSARY:

A. Autiobiographical Sketch - a brief summary about someone's life, written by the person himself or herself.

B. Biographical Sketch - a brief summary about someone's life, written by another person.

C. Jargon - a specialized language used by people in a particular field of work: science, medicine, sports, business, etc.

D. Pseudonym - pen name, or fictitious name under which an author writes, rather than using his/her real name.

E. Realistic Fiction - a story that is fiction but is about people who seem real and events that could or do happen in real life.

F. Science Fiction - a story based in whole or part on scientific discoveries that the author imagines may be made in the future, or on things like interplanetary travel from other planets.

THE SCIENCE DICTIONARY

Compton's Illustrated Science Dictionary is a special dictionary listing only words related to science and technology. The entries are listed in alphabetical order according to the arrangement shown below:

1. entry
2. pronunciation or special spelling
3. part of speech
4. branch of science in which the word is used (if no particular branch is indicated, this is omitted). These words appear in all capital letters.
5. definition
6. entry word is used in a sentence
7. illustrations (for some of the entries)
8. diagrams (for some of the entries)
9. pronunciation key

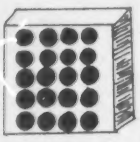
In the final pages are found:

1. tables
2. lists
3. diagrams
4. charts
5. symbols
6. abbreviations

Here is a sample page of Compton's Illustrated Science Dictionary:

solid|'säl-ed|n.
1. PHYSICS. Any substance with definite shape and a nearly constant volume, that, unlike liquids and gases, resists forces tending to change its shape. 2. MATHEMATICS. A three-dimensional figure.

The molecules in a SOLID are rather rigidly fixed in place, while liquid and gas molecules are relatively free to move.



SOLID

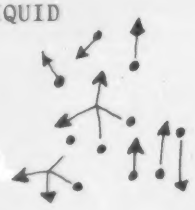
solid geometry|'säl-ed jē-äm-e-trē|
MATHEMATICS. That part of geometry dealing with the study of figures in three-dimensional space, and the logical investigation and study of the properties, characteristics and relationships of plane and solid figures in three-dimensional space.

The study of SOLID GEOMETRY is of particular benefit to students in most branches of engineering.

LIQUID

solid propellant|'säl-ed pre-'pel-ent|
ASTRONAUTICS. A rocket propellant in solid form. It consists of one or more chemical compounds and usually contains both fuel and oxidizer; see *liquid propellant*.

Small rockets loaded with SOLID PROPELLANTS are often used as distress signals.



GAS

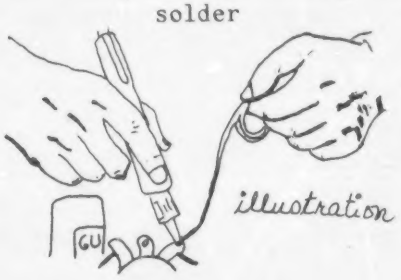
SCIENCE DICTIONARY SEARCH

Locate each of the following entries, list in the correct column the information requested. The first one is done for you.

Here is a sample entry to study. The numbers on the entry correspond to the explanation below:

1. entry word
2. special spelling
3. part of speech
4. branch of science in which the word is used
5. definition
6. sentence using entry word

solder



1 2 3
solder|'säd-er|n.

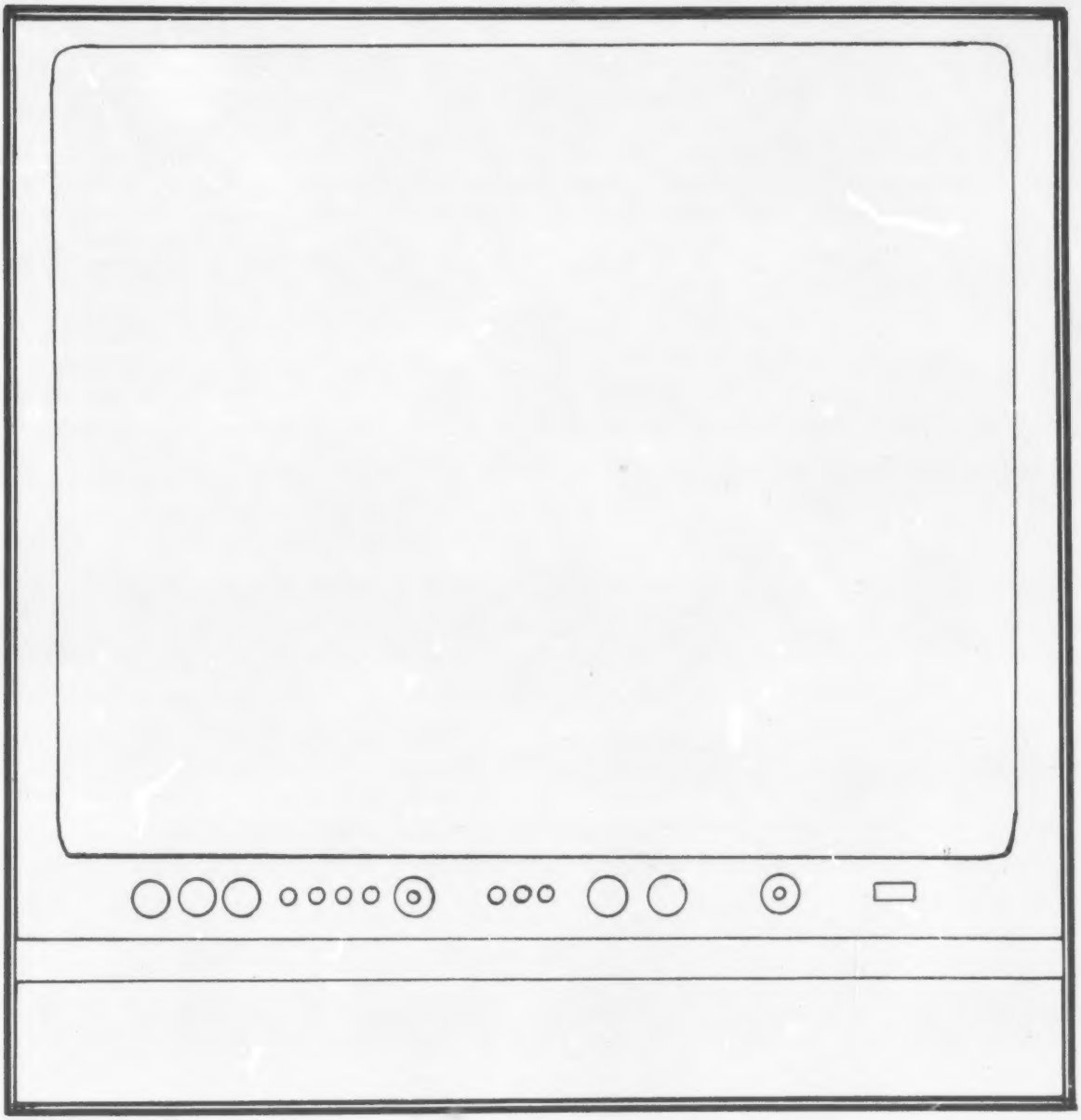
4 CHEMISTRY and ENGINEERING.
An alloy of low melting point, used to join two pieces of metal or wire; usually, an alloy of lead and tin.

5 *Acid-core* SOLDER *is used on sheet metal, but rosin-core solder is used on copper wire.*

Entry Word	Special Spelling	Branch of Science	Part of Speech	Illustration yes or no
1. crust	sader	Earth Science	noun	no
2. egg sac				
3. pulse				
4. solstice				
5. tonsils				
6. molting				
7. watershed				
8. locus				
9. oscillating				
10. filter				

"MERK AND MANDY" CREATIVE WRITING

NAME _____



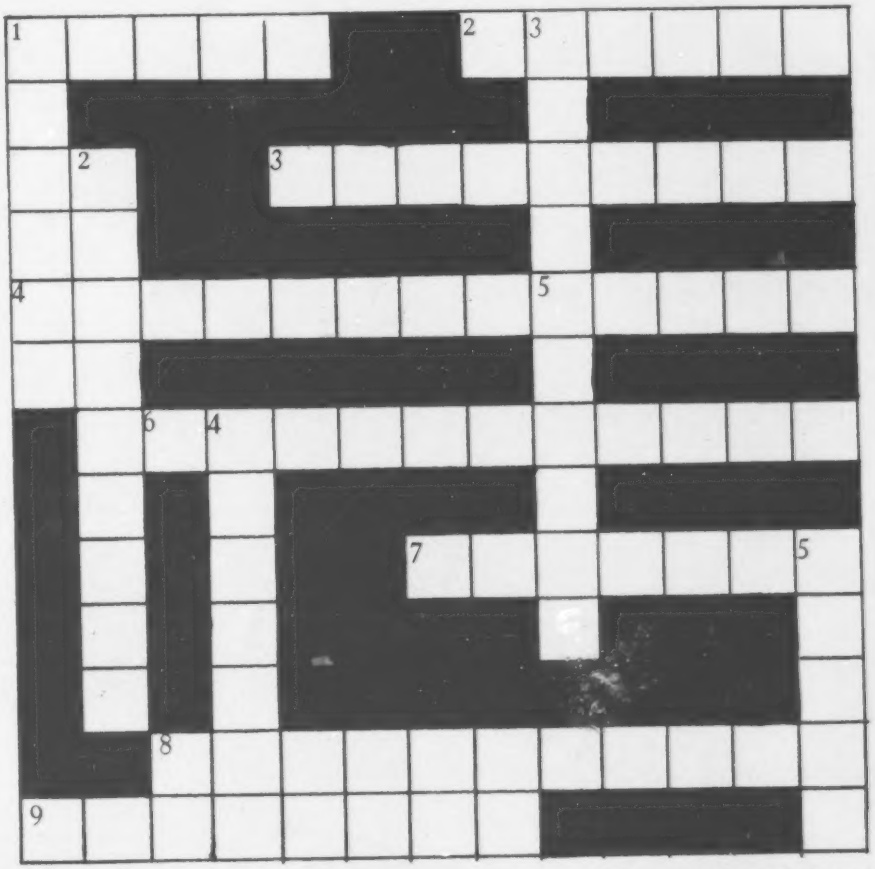
LUNAR LINGO

Across

1. planet farthest from the sun
2. used to fire a missile
3. someone or something created
4. men from earth
5. a machine that looks and acts like a human being
6. container holding objects or records to be opened at a later date
7. to get away from someone or something
8. without weight
9. to be uncertain of

Down

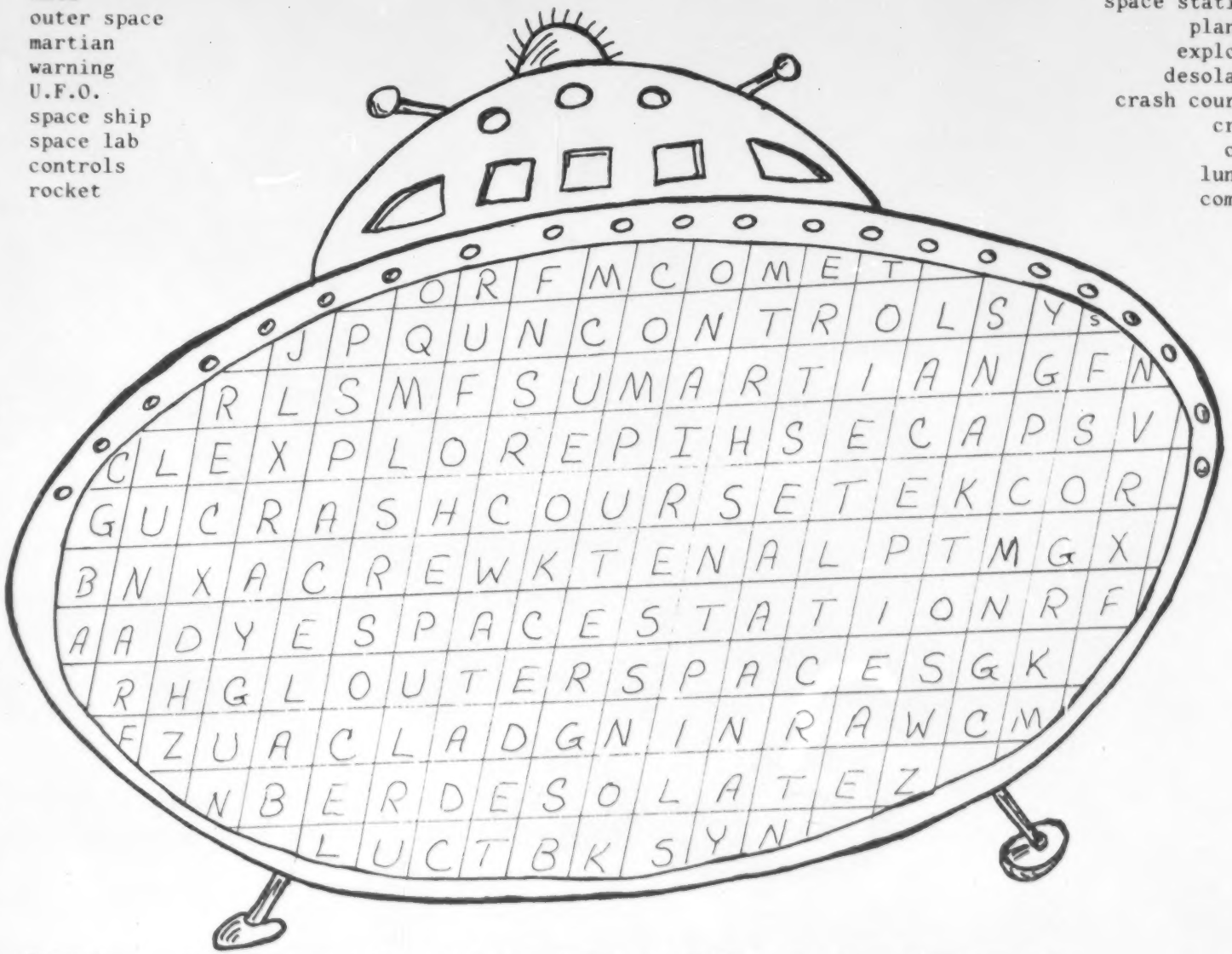
1. a heavenly body
2. travels through space
3. outside the earth's atmosphere
4. to trespass
5. relating to the moon



"SCIENCE FICTION SLEUTH"

computer
data
outer space
martian
warning
U.F.O.
space ship
space lab
controls
rocket

ray gun
space station
planet
explore
desolate
crash course
crew
cue
lunar
comet


O R F M C O M E T
J P Q U N C O N T R O L S Y S
R L S M F S U M A R T I A N G F M
C L E X P L O R E P I H S E C A P S V
G U C R A S H C O U R S E T E K C O R
B N X A C R E W K T E N A L P T M G X
A A D Y E S P A C E S T A T I O N R F
R H G L O U T E R S P A C E S G K
F Z U A C L A D G N I N R A W C M
N B E R D E S O L A T E Z
L U C T B K S Y N

Directions: Read up, down, forwards and backwards to find these science fiction words.

NOTES

AWARD-WINNING BOOKS

OBJECTIVES:

Students will:

1. Recognize the significance of the Newbery and Caldecott Awards to children's literature.
2. Read a variety of Newbery Award winning books.
3. Recognize the contribution that illustrations make to the enjoyment and understanding of books.
4. Evaluate the various techniques used by illustrators to carry out the style of a given story.
5. Evaluate award-winning authors' qualifications for writing.
6. Write and illustrate an original story.
7. Locate award-winning books in the card catalog (author, title and subject cards) and on the shelves.
8. Locate biographical information on award-winning authors.
9. Prepare a single or multi-media presentation based on Newbery or Caldecott Award-winning books.
10. Operate equipment: cassette players/recorders, record players, projectors and cameras appropriate to ability level and task.

SUGGESTED MATERIALS:

1. Copies of award-winning books. Newbery and Caldecott lists are included in this unit.
2. Junior Authors series.
3. Webster's Biographical Dictionary.
4. Webster's New Geographical Dictionary and/or atlas.
5. "Enjoying Illustrations," Literature for Children, Series 3, sfs. Pied Piper Productions. Grades 3-6.
6. Miller-Brody sound filmstrips and recordings of Newbery Multi-Media kits.
7. Weston Woods sound filmstrips and recordings of Caldecott Award books.

ACTIVITIES/SUGGESTIONS:

1. Read Mrs. Frisby and the Rats of NIMH by Robert O'Brien. Have students recall characters, setting and plot of the story. Discuss the type of fiction (fantasy; talking animals) and the point of view from which the story is written (Nicodemus, the mouse). Note that the illustrations depict the world viewed through Nicodemus' eyes.

2. View a filmstrip on book illustrations. Suggested source is Enjoying Illustrations by Pied Piper. View through frame 58. Discuss illustrations from books students have read. Ask them to evaluate their effectiveness in helping set the mood of the story, describe, show emotion, etc. Beginning the filmstrip again (without sound) advance manually while leading students in a discussion of the types of illustrations: drawings; photographs; color or black and white; and the different ways illustrators choose to depict the same object (example: a horse).

3. Discuss the origin and significance of the Newbery and Caldecott Awards.

   In honor of the man who is considered to be the first publisher of children's books, the John Newbery Award is given to the most distinguished book for children written by a citizen or resident of the United States and published during the previous year. The medal is awarded by the Children's Librarians Section of the American Library Association.

   The award dating from 1922 is designed to encourage the writing of better quality books for children.

   In honor of Randolph Caldecott, an English artist of the Nineteenth Century, the Caldecott Medal is given to the most distinguished American picture book of the year. The work of the illustrator must be the chief element of the honored book; although the text must be worthy of the pictures.

   The award dating from 1937 is awarded by the American Library Association.

4. Have the students design a poster for a Newbery Award-winning book.

5. Share Caldecott Award books and/or view filmstrips from Weston Woods. Have the students write and illustrate an original children's story. Share these stories with other students.

6. Have students research an award-winning author in Webster's Biographical Dictionary and/or Junior Authors series.

7. Have students compile a "Newbery Award Authors Biographical Dictionary."

8. Have students compile a "Caldecott Award Authors Biographical Dictionary."
9. After reading Newbery Award books have the students as individuals or in groups prepare a map showing the locale of each book read. Use Webster's New Geographical Dictionary or an atlas.
10. Prepare a bulletin or wall display showing a map of the locales of award books.
11. Refer to the Sequoyah unit for additional award book activities.
12. Investigate other book and/or illustration awards. Who gives the awards? Why? Prepare bibliographies of award books that are available in the media center.

NEWBERY WORD SEARCH

X I N B F H N O ' D E L L X D H X H V K C O E B W
L C Z J I S H E O A I O R U S B W P M J J F O E Z
I P N M V E U D V C R I K Q Y F S F O X O U L O R
C B X J D M Z Y Z I M M I X U E P E E H H I S M Z
T W V J U H B M N T L C S L P W E P T A Y L O R J
J H W Q S O S C F G W L Y T S M A O R D K G R G U
Y W O J X F V F E W B A E V R M R N E B N K M A E
F M L X M S K I W P L P K K O O E A V I O R N L F
L ' E N G L E H H K O Y S P I I N K I B T I Y E K
N X G P Z Q V T O U S T O E R R D G N H K A K X E
O M R A M M R J J K C S L B A N N E O S P N A A Z
F L G O A R U B E H I J ' Q W L N V A W I E G N F
V U J P Y M I M P J F O B B O K H R R T D R Z D O
I G M Y O K N O S N D S Y A J P E M B R E Q E E W
E W L P Z O O K R N W Z E P C V B Y N B J I J R I
E P X W D V Q A O P L R Y V I L C Y S B G H M L L
H A M I L T O N W K T V B H E D Y G D K Z I W S L
I X C L A X G C J X H Q G A C K I Z T E N V R G A
O O H N U E F O T D K Q E V H N Q L B O K A Y Y R
G M V F I A U O J L I G Y F O R W D S W Y H X Z D
L S N L A H Z P Y D R A T K W O S R T B G U D V V
N P S X Y S T E B O I G N Z S W E T S N I N P E V
K L S H N I T R E Y W O O N H T V P R K V T L A W
Q J C K B A E G W I L O J X A M O W C E N O B N X
A Z X J J O J X P H W C S P W D J L Y N D K Y I J

There are 21 words here - can you find them?

Here are the words to look for:

ALEXANDER
ARMSTRONG
BLOS
BYARS
COOPER
FOX
GEORGE
HAMILTON
HUNT
KONIGSBERG
L'ENGLE
NEVILLE
O'BRIEN
O'DELL
PATERSON
RASKIN
SPEARE
TAYLOR
TREVINO
WILLARD
WOJCIECHOWSHA

* * *

1. Use the card catalog to identify the award winning title of each author.

1982 Willard, Nancy. A Visit to William Blake's Inn: Poems for Innocent and Experienced Travelers. (Harcourt Brace Jovanovich)
1981 Paterson, Katherine. Jacob Have I Loved. (Crowell)
1980 Blos, John. Gathering of Days: A New England Girl's Journal. (Scribner)
1979 Raskin, Ellen. The Westing Game. (Dutton)
1978 Paterson, Katherine. Bridge to Terabithia. (Crowell)
1977 Taylor, Mildred D. Roll of Thunder, Hear My Cry. (Dial)
1976 Cooper, Susan. The Grey King. (Atheneum)
1975 Hamilton, Virginia. M.C. Higgins the Great. (Macmillan)
1974 Fox, Paula. The Slave Dancer. (Bradbury)
1973 George, Jean. Julie of the Wolves. (Harper)
1972 O'Brien, Robert. Mrs. Frisby and the Rats of NIMH. (Atheneum)
1971 Byars, Betsy. Summer of the Swans. (Viking)
1970 Armstrong, William H. Sounder. (HOlt)
1969 Alexander, Lloyd. The High King. (Holt)
1968 Konigsberg, W.L. From the Mixed-Up Files of Mrs. Basil E. Frankweiler. (Atheneum)
1967 Hunt, Irene. Up a Road Slowly. (Follett)
1966 Trevino, Elizabeth. I, Juan de Pareja. (Farrar)
1965 Wojciechowsha, Maia. Shadow of a Bull. (Atheneum)
1964 Neville, Emily. It's Like This, Cat. (Harper)
1963 L'Engle, Madeleine. A Wrinkle in Time. (Farrar)
1962 Speare, Elizabeth G. The Bronze Bow. (Houghton)
1961 O'Dell, Scott. Island of the Blue Dolphins. (Houghton)
1960 Krumgold, Joseph. Onion John. (Crowell)
1959 Speare, Elizabeth G. The Witch of Blackbird Pond. (Houghton)
1958 Keith, Harold. Rifles for Watie. (Cromwell)
1957 Sorensen, Virginia. Miracles of Maple Hill. (Harcourt)
1956 Lathan, Jean Lee. Carry On, Mr. Bowditch. (Houghton)
1955 DeJong, Meindert. The Wheel on the School. (Harper)
1954 Krumgold, Joseph. And Now Miguel. (Crowell)
1953 Clark, A. N. Secret of the Andes. (Viking)
1952 Estes, Eleanor. Ginger Pye. (Harcourt)
1951 Yates, Elizabeth. Amos Fortune, Free Man. (Dutton)
1950 DeAngeli, Marguerite. The Door in the Wall. (Doubleday)
1949 Henry, Marguerite. King of the Wind. (Rand McNally)
1948 DeBois, William Pene. The Twenty-One Balloons. (Viking)
1947 Bailey, Carolyn Sherwin. Miss Hickory. (Viking)
1946 Lenski, Lois. Strawberry Girl. (Lippincott)
1945 Lawson, Robert. Rabbit Hill. (Viking)
1944 Forbes, Esther. Johnny Tremain. (Houghton)
1943 Gray, Elizabeth Janet. Adam of the Road. (Viking)
1942 Edmonds, Walter D. The Matchlock Gun. (Dodd)
1941 Sperry, Armstrong. Call It Courage. (Macmillan)
1940 Daugherty, J. Daniel Boone. (Viking)
1939 Enright, Elizabeth. Thimble Summer. (Holt)
1938 Seredy, Kate. The White Stag. (Viking)
1937 Sawyer, Ruth. Roller Skates. (Viking)

1936 Brink, C. R. Caddie Woodlawn. (Macmillan)
1935 Shannon, Monica. Dobry. (Viking)
1934 Meigs, Cornelia. Invincible Louisa. (Little)
1933 Lewis, E. F. Young Fu of the Upper Yangtze. (Holt)
1932 Armer, L. A. Waterless Mountain. (McKay)
1931 Coatsworth, Elizabeth. The Cat Who Went to Heaven. (Macmillan)
1930 Field, Rachel. Hitty, Her First Hundred Years. (Macmillan)
1929 Kelly, Eric P. Trumpeter of Krakow. (Macmillan)
1928 Mukerji, Dhan Gopal. Gay Neck. (Dutton)
1927 James, Will. Smoky, the Cowhorse. (Scribner)
1926 Chrisman, Arthur B. Shen of the Sea. (Dutton)
1925 Finger, Charles J. Tales From Silver Lands. (Doubleday)
1924 Hawes, Charles Boardman. The Dark Frigate. (Little)
1923 Lofting, Hugh. Voyages of Dr. Dolittle. (Lippincott)
1922 Van Loon, H. W. The Story of Mankind. (Liverwright)

1982 Jumanji. Chris Van Allsburg. (Houghton Mifflin)
1981 Fables. Arnold Lobel. (Harper and Row)
1980 Ox-Cart Man. Donald Hall. (Viking)
1979 Girl Who Loved Horses. Paul Goble. (Bradbury)
1978 Noah's Ark. Peter Spier. (Doubleday)
1977 Ashanti to Zulu. Leo and Diane Dillon. (Dial)
1976 Why Mosquitoes Buzz in People's Ears: A West African Tale. Leo and Diane Dillon. (Dial)
1975 Arrow to the Sun. Gerald McDermott. (Viking)
1974 Duffy and the Devil. Margot Zemach. (Farrar)
1973 The Funny Little Woman. Blair Lent. (Dutton)
1972 One Fine Day. Nonny Hogrogian, retel. (Macmillan)
1971 A Story - A Story. Gail E. Haley. (Atheneum)
1970 Sylvester and the Magic Pebble. William Steig. (Windmill Books)
1969 The Fool of the World and the Flying Ship. Uri Shulevitz. (Farrar)
1968 Drummer Hoff. Ed Emberley. (Prentice-Hall)
1967 Sam, Bangs, and Moonshine. Evaline Ness. (Holt)
1966 Always Room for One More. Nonny Hogrogian. (Holt)
1965 May I Bring a Friend? Beatrice Schenk de Regniers. (Atheneum)
1964 Where the Wild Things Are. Maurice Sendak. (Harper)
1963 The Snowy Day. Ezra Jack Keats. (Viking)
1962 Once a Mouse. Marcia Brown. (Scribner)
1961 Baboushka and the Three Kings. Ruth Robbins. (Parnassus)
1960 Nine Days to Christmas. Marie Hall Ets. (Viking)
1959 Chanticleer and the Fox. Barbara Cooney. (Crowell)
1958 Time of Wonder. Robert McCloskey. (Viking)
1957 A Tree is Nice. Janice Udry. (Harper)
1956 Frog Went A-Courtin'. Feodor Rojankovsky. Retold by John Langstaff. (Harcourt)
1955 Cinderella. Marcia Brown. Retold from Perrault. (Scribner)
1954 Madeline's Rescue. Ludwig Bemelmans. (Viking)
1953 The Biggest Bear. Lynd Ward. (Houghton)
1952 Finders Keepers. Will Kipkind. (Harcourt)
1951 The Egg Tree. Katherine Milhouse. (Scribner)
1950 Song of the Swallows. Leo Politi. (Scribner)
1949 The Big Snow. Elmer and Berta Hader. (Macmillan)
1948 White Snow, Bright Snow. Alvin Tresselt. (Lothrop)
1947 The Little Island. Golden MacDonald. (Doubleday)
1946 The Rooster Crows. Maude and Miska Petersham. (Macmillan)
1945 Prayer for a Child. Rachel Field. (Macmillan)
1944 Many Moons. James Thurber. (Harcourt)
1943 The Little House. Virginia Lee Burton. (Houghton)
1942 Make Way for Ducklings. Robert McCloskey. (Viking)
1941 They Were Strong and Good. Robert Lawton. (Viking)
1940 Abraham Lincoln. Ingri and Edgar Parin d'Aulaire. (Doubleday)
1939 Mei Li. Thomas Handforth. (Doubleday)
1938 Animals of the Bible. Dorothy P. Lathrop. (Lippincott)

CALDECOTT WORD SEARCH

Q B V S I C T S W K D U W H O D J E K S V E J
D U J H P V D K W M X Q R O C E F D H H D L X
G Z T U T B S E N D A K S G G R E D I U P G I
M U D L G T S T E I G E L R S E L O F L I O G
G B L O B E L E C D S M L O E G K W G E T T N
W N J H R N N E R H A L L G J N N Q O V R I E
W F B Y Q D B P O B D A Z I K I V N B I W Q I
M B R O W N B T G Y O R U A V E V H L T D T F
C Z K V U I B J X U E D O N S R V O E Z S U X
D E D L Z K W J O L Z I Y M C S H V C D T O K
E M S H I P Q V F Q B D O F Q A A W Y B Y G V
R A P I J G H Q B E D H C A G S L H L N X O U
M C I T D Y Y Z L R I G H B Z F E Z Q R E P M
O H E Q T L Z M Z G L K W D J T Y O V N U E H
T O R L D I R I A P L Z F I N H O P I O V T L
T E M B E R L E Y J I W I H G T Z M B Y F F A
I S R V H R E C H L O F A A V F X T Z I T C L
J J N I L U N P O P N F B X K D F V W P M H L
R S T X I J T N V J U G Z Z E X W P N N R I S
R Q S D X V V O G B J E Z I A P J Z E S U H B
Z R G R N E C C M A L V X W T R F V X H B M U
M H Z Z V S A X H B O N I C S O K W F G M Q R
G V D O V I A W B G E F A D O O J F R X C I G

There are 18 words here - can you find them?

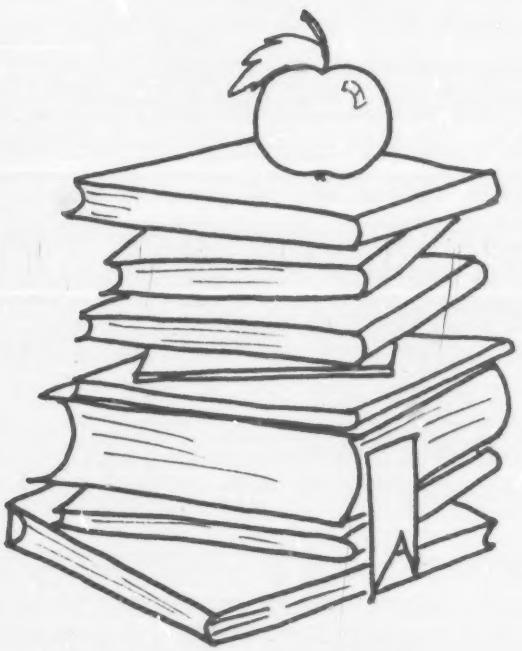
Here are the words to look for:

ALLSBURG
BROWN
DEREGNIERS
DILLION
EMBERLEY
GOBLE
HALEY
HALL
HOGROGIAN
KEATS
LENT
LOBEL
MCDERMOTT
SENDAK
SHULEVITZ
SPIER
STEIG
ZEMACH

* * *

1. Use the card catalog to find the first names of each author.
2. Who has won twice?

HIGH SCHOOL UNITS



INTRODUCTION

Before entering high school, students should have been introduced to most of the media skills needed for effective research. The goal for secondary students is to allow the student to gain confidence, to prove by his or her performance that he or she can search for materials and work with independence in any library media setting. Teachers and library media specialists will need to provide frequent opportunities to practice skills previously learned.

The first unit in this guide is a fully developed social studies unit which integrates library media skills. This sample unit exemplifies the ideal since it was jointly planned by classroom teachers and library media specialists. The other fragmentary units can be adapted to fit into a variety of subject area units developed cooperatively by classroom teachers and librarians.

* * * * *

Note:

STUDENT WORKSHEETS HAVE BORDERED PAGES.

notes

18.

U N I T 1

GOAL:

The student will explore through inquiry the issues of the Civil War in the context of American history.

OBJECTIVES:

Content Areas:

The student will:

1. List the causes of the Civil War.
2. Identify the military strategies and conduct of the war.
3. Discuss the political, social and economic aspects of the war.
4. Analyze the outcome of the war.

Media Skills:

The student will:

1. Distinguish between factual and biased writing.
2. Select and use specialized reference materials to develop and support research and select data bearing on a specific problem.
3. Paraphrase or summarize information using more than one source.
4. Prepare a detailed report using a media approach.

ACTIVITIES:

1. Complete the "Civil War Pretest" as a timed team activity to discover useful biographical resources.
2. Find the answers to "Finding Facts." (an individual or group activity)
3. Complete an independent study profject.

RESOURCES:

See "Selected Sources for Finding American History Facts."

EVALUATION:

Group discussion and teacher evaluation of student projects.

CIVIL WAR UNIT

Time Schedule

	DAY	
	1	Introduction activity, film Independent Study Assignments
	2	Library Skills Activity
	3	Introduce game and hand out study questions (due day 8)
Simulation - Congress	4	Research and Preparation for Congress
Causes of the Civil War	5	Choose independent study topics
	6	
	7	Congress
	8	Congress wrap-up, review causes Take up study questions
Independent Study Work	9	1/2 to library for research
Study Questions	10	1/2 work on study questions
	11	Lecture, chart, comparing North and South
	12	Lecture, filmstrips
	13	Study questions, report to teachers on Independent Study Project
	14	Finish lecture on the conduct of the War
	15	Small group activity, End of the War, Tape research
	16	Small group presentation Taped presentation
	17	Review Turn in Independent Study Projects
	18	Test

CIVIL WAR UNIT

DAY 1

(Teacher-directed)

OBJECTIVE: The students will participate in a class activity entitled "What Do You Know About the Civil War?" as an informal pretest and view a film for understanding an introductory overview of the Civil War.

TEACHING STRATEGIES: Use an overhead projector. Select a student to be the recorder. Open the discussion by telling students to call out, one at a time, words or short phrases which they know about the Civil War.

(Brainstorming)

After the list is completed, guide the discussion to show how elements on the list might be put in categories such as: causes, the conduct of the war, end of the war, and implications of the war.

(Knowledge level: record, list, recall)

TIME: Approximately 20 minutes.

Show the 16mm film, The Civil War: An Overview. Give each student an outline to fill in as the film progresses. The outline should be written to develop the comprehension level of learning.

(Comprehension level: restate, describe, explain, report)

The outline may be required as a daily assignment.

TIME: Approximately 30 minutes.

Library-Media Resources Used:

1. Overhead projector
2. 16mm film and projector

Skills: Use of non-print materials.
Variety of learning styles:

1. hearing
2. seeing
3. speaking
4. writing
5. structured to complete in one class period.

Reading Assignment: Unit Six - Textbook

DAY 2-5

Sectionalism Game (Student-directed)

OBJECTIVE: The students will participate in a simulation which will introduce and explore the issues of sectionalism which led to the Civil War.

TEACHING STRATEGIES: Divide the class into three equal groups representing the North, South, and West in the 1820's. Hand out material to each section including the three proposed laws. Have each group read and discuss the rules and scoring procedures.

Each sectional group will be required to research the lives and leadership of:

NORTH - Daniel Webster
SOUTH - John C. Calhoun
WEST - Henry Clay

(All cognitive learning levels will be reached during this activity)

Knowledge: factual information about the sections of the country.

Comprehension: understanding of the differences between the three sections.

Application: demonstrate knowledge and understanding through Congress.

Analysis: to see the various elements which comprised the sectional differences: compare and contrast.

Synthesis: to plan or write laws which will benefit each section.

Evaluation: to decide upon the issues which became the causes for the Civil War.

TIME: Approximately 3 - 5 days.

Library-Media Resources Used:

1. Biographies
2. Encyclopedias
3. Periodicals (American Heritage, American History Illustrated, Civil War Times)
4. Atlases

Skills:

1. Locating and organizing information.
2. Selecting the most appropriate resources.

DAY 6

Wrap-up - Causes of Civil War

OBJECTIVE: The students will participate in a class discussion to process the information acquired during the simulation exercise.

TEACHING STRATEGIES: Prepare a teacher-presented lecture which capsulates the major causes of the Civil War. Students should add this information to class notes.

(All cognitive levels)

TIME: Approximately 15 minutes.

OBJECTIVE: The student will hear a teacher presentation which provides an overview of the conduct of the Civil War. The student will complete an outline map during the presentation.

TEACHING STRATEGIES: Prepare a teacher-presented lecture which provides an overview of the events of the war from 1861-1865. Give each student an outline desk map to fill in as the teacher provides details on an overhead transparency.

(Knowledge level: record, list, recall)

TIME: Approximately 40 minutes.

Library-Media Resources Used:

1. Overhead projector
2. Transparency

Skills:

1. Note-taking
2. Listening for details
3. Map locations

CIVIL WAR PRETEST

Directions to the Students: Place a T for true if you know these people were involved in the Civil War in some way, and a F for false if these people were not involved in the Civil War in any way.

George Custer	_____	Robert E. Lee	_____
Jefferson Davis	_____	Abraham Lincoln	_____
Varina Howell Davis	_____	Thaddeus Lowe	_____
Dorothy Dix	_____	James Russell Lowell	_____
Abner Doubleday	_____	George McClellan	_____
Stephen A. Douglas	_____	George Meade	_____
Frederick Douglass	_____	John Hunt Morgan	_____
Daniel Emmett	_____	John Mosby	_____
John Ericsson	_____	Samuel Mudd	_____
Edward Everett	_____	James Pettigru	_____
David Farragut	_____	Joseph Pulitzer	_____
Nathan B. Forrest	_____	Edmund Ross	_____
Barbara Frietchie	_____	Dred Scott	_____
William Lloyd Garrison	_____	William H. Seward	_____
Ulysses S. Grant	_____	Philip Sheridan	_____
Horace Greeley	_____	William T. Sherman	_____
Rose O'Neil Greenhow	_____	Edwin Stanton	_____
William Gregg	_____	Harriet Beecher Stowe	_____
Cornelia Hancock	_____	James E. B. Stuart	_____
John Hay	_____	Charles Sumner	_____
Oliver Wendell Holmes, Jr.	_____	Roger Taney	_____
Sam Houston	_____	Harriet Tubman	_____
Julia Ward Howe	_____	Molly Tynes	_____
"Stonewall" Jackson	_____	Lewis Wallace	_____
Andrew Jackson	_____	Walt Whitman	_____

INDEPENDENT STUDY ASSIGNMENTS

Objective: Present a visual representation of the conflicts among the North, South and West which led to the Civil War.

Directions: Draw a chart which illustrates the causes of discontent in one column, the section of the country in one column, and the action of the federal government in one column.

(Knowledge Activity)

Objective: Find out what was happening in the area which was to become Oklahoma during the Civil War.

Directions: Write a report in your own words which describes the feelings of people who were living in what would become Oklahoma during the Civil War. The paper should be between 1 and 3 pages in length.

(Knowledge-Comprehension Levels)

Objective: Locate the farming areas, mercantile areas, manufacturing sites, and routes of transportation in the North for 1820, 1940, and 1860.

Directions: Prepare the maps on a series of transparencies which can be overlaid to show increasing growth and development in the North.

(Knowledge, Comprehension, Application Levels)

Objective: Analyze population maps from 1800-1860 to determine the implications for the Civil War.

Directions: Use an atlas to compare population data from 1800-1860 in both the North and South. Write a report analyzing your findings in terms of their implications for the struggle between the North and South.

(Analysis Level)

Objective: To obtain information which will compare and contrast life styles in the North and South before the Civil War.

Directions: Play the role of a Southerner visiting New York in 1858. Write a series of letters home describing features of Northern life which differ from those in the South and the factors which worry you concerning Northern strength.

(Synthesis Level - Create)

Objective: Read a fictional novel about the Civil War.

Directions: Make a written or oral presentation to the teacher which includes a description of the plot. Tell about the bias of the author in the writing of the novel.

(Analysis, Synthesis Levels)

Objective: Evaluate eyewitness accounts of prewar Southern life.

Directions: Read three accounts of eyewitness reports of life in the South before the Civil War. Write your analysis of these reports as if you were writing reports for a local journal or newspaper.

(Analysis, Synthesis Levels)

Objective: To determine the defense of slavery in the South.

Directions: Write a position paper defending the South's view on slavery. Should be 1-5 pages in length.

(Analysis, Synthesis Levels)

Objective: To obtain information concerning the movement against slavery in the South. (Abolition)

Directions: Prepare an oral presentation on a tape recorder which describes the movement against slavery in the South.

(Synthesis - create)

Objective: Make a series of maps showing information about the economy in the South.

Directions: Make a transparency map showing the location of areas of large plantations, sites of Southern industry, and districts where cotton, tabacco, and rice were grown. Make an overlay map which shows a map of per capita slaves in Southern districts to superimpose on the first map.

(Application Level)

Objective: Draw a graph which shows cotton and tobacco exports for 1800, 1820, 1840, and 1860 and explain the implications of the growth on a tape or in a written report.

(All Cognitive Levels)

Objective: To learn the reason for the South's rationale behind the war.

Directions: Prepare a written paper or tape recording evaluating the reasoning behind the statement, "Cotton is King, sir; the North cannot make war on cotton and win!"

(All Cognitive Levels)

Objective: To learn how agricultural production changed among states from 1800 to 1860.

Directions: Construct a graph showing wheat and corn production by states in the years 1800, 1840, and 1860. Prepare a written report or taped recording explaining the reasons for the shift in leadership among the states.

(All Cognitive Levels)

Objective: To illustrate point of view through cartoons.

Directions: Draw a series of cartoons representing different viewpoints on some important event prior to the Civil War (e.g., the Compromise of 1850 or the Dred Scott Decision).

(Application, Analysis, Synthesis Levels)

Objective: To learn about the abolition movement.

Directions: Prepare an oral report which can be taped or given to the teacher on one of the following questions: How successful was the underground railroad? The fugitive slave law: did the North obey it? Who opposed the abolitionists in the North?

(Knowledge, Comprehension Levels)

Objective: To know why the failure of the Northern states to enforce the fugitive slave law was a threat to the federal union.

Directions: Prepare a report which explains the ways the Northern states obstructed efforts to enforce the fugitive slave law. Explain why this action was a threat to the stability of the federal union.

(Knowledge, Comprehension Levels)

Objective: To understand some of the issues related to slavery.

Directions: Prepare an oral report which can be taped or given to the teacher on one of the following topics: "Founding of the Republican Party and Its Stand on Slavery," "Abolitionist Propaganda: Accounts of Slavery in the South," "Why did the Supreme Court Decide That Dred Scott was Still a Slave?"

(Knowledge, Comprehension Levels)

Objective: To understand that Harriet Beecher Stowe's Uncle Tom's Cabin was one of the most effective pieces of propaganda produced in the Civil War Era.

Directions: Read the novel Uncle Tom's Cabin and write a paper on how the book was received at home and abroad.

(All Cognitive Levels)

Objective: To understand the various points of view in the Dred Scott Decision.

Directions: Write four letters to the editor of the New York Times concerning the Dred Scott Decision. Include letters from a Republican, a Douglas Democrat, a Southern Democrat, and an Abolitionist.

(Synthesis Level)

Objective: To know about the events and issues of the Lincoln-Douglas Debates.

Directions: Write a series of articles which might appear in a newspaper on the Lincoln-Douglas Debates.

(Synthesis Level)

Objective: To discover what happened in the John Brown raid and how the event was viewed in the country.

Directions: Write two statements and defend each position based on your research. (1) "John Brown was a Rabble Rouser" (2) "John Brown was a Martyr."

(All Cognitive Levels)

Objective: To understand that the issue of slavery was one of the causes of the Civil War.

Directions: Write a position paper that supports or disproves the following: "Proposed, that slavery was the chief cause of the Civil War."

(Application, Analysis, Synthesis Levels)

Objective: To know the implications of the election of 1860 leading up to the Civil War.

Directions: Prepare a chart analyzing the election of 1860. Include information on the popular and electoral votes. Use the South Carolina Ordinance of Secession to show the Southern reaction to Lincoln's victory. Discuss the ordinance in a written review of the states' rights interpretation of the Constitution.

(All Cognitive Levels)

Objective: To learn about the reaction in the country to Lincoln's election in 1860.

Directions: Prepare a two-page newspaper complete with news items, editorials, background commentary, and fashion notes, for the day after Lincoln's election. Choose a location in the North or South as if you lived there.

(All Cognitive Levels)

Objective: To learn about the events in Washington following South Carolina's Ordinance of Secession.

Directions: Dramatize the events in Washington following South Carolina's Ordinance of Secession using the format of an "on-the-spot-news broadcast" by writing a script for an announcer.

(Knowledge, Comprehension, Application Levels)

Objective: To know which Southern states favored and opposed secession.

Directions: Make a map showing the areas in the Southern states which favored and opposed secession.

(Knowledge, Application Levels)

Objective: To review the significant events leading up to the Civil War.

Directions: Draw a time line to establish the pattern of significant events between 1850-1860. Explain the significance of these events and their relationships to one another in an oral report to the teacher or on a tape recording.

(All Cognitive Levels)

Objective: To compare the strengths of the North and South in 1860.

Directions: Draw a chart which shows strengths of the North and South in 1860.

(Knowledge, Comprehension Levels)

Objective: To learn about the reaction to the attack on Fort Sumter.

Directions: Prepare a two-page newspaper as it might have appeared the day after the attack on Fort Sumter. Possible articles might include news items, an editorial, background commentary, or imaginary interviews with Lincoln and Jefferson Davis.

(All Cognitive Levels)

Objective: To learn details about one of the major battles of the war and its significance to the total war effort.

Directions: Read an authoritative account of the battle as well as accounts by participants in the battle. Prepare a map of the battle area. Present your findings in an oral report to the teacher or on a taped recording.

(Application Level)

Objective: To learn about an individual who played a significant part in the war such as Lee, Grant, Jackson, Sherman, Farragut, or Morgan.

Directions: Read at least one primary account about the person you chose as well as an account in the Dictionary of American Biography. Prepare a written report on your findings.

(Knowledge Level)

Objective: To learn about life in the armies during the Civil War.

Directions: Write a report based on firsthand accounts of life in the Northern and Southern armies.

(Knowledge Level)

Objective: To learn about the role England played in the Civil War.

Directions: Write a report which answers the question, "Did England hold the balance of power in the War Between the States?".

(All Cognitive Levels)

Objective: To learn about the American losses during major wars.

Directions: Use a reference book of statistics to prepare a chart comparing American casualties in the Revolution, the War of 1812, the Civil War, World War I, and World War II.

(Knowledge Level)

Objective: To learn why the Thirteenth Amendment was necessary.

Directions: Prepare a written report on the topic "Why Was the Thirteenth Amendment Necessary to Free the Slaves?".

(Knowledge, Comprehension Levels)

Objective: To understand the significance of the election of 1864.

Directions: Prepare a tape recording pretending to be a news commentator who analyzes the significance of the election of 1864.

(All Cognitive Levels)

Objective: To learn about Lincoln's tactics which he felt protected the nation during the Civil War.

Directions: Prepare a taped oral report which either supports or opposes this statement: "The security of the nation justified Lincoln's restriction of civil liberties."

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SELECTED SOURCES FOR FINDING AMERICAN HISTORY FACTS

Atlases and geographical books are the best sources for maps and information on places.

Webster's Geographical Dictionary - an alphabetical world-wide list of cities, towns and geographical features.

Great Historic Places - profusely illustrated places in history.

American Heritage Pictorial Atlas of the U.S. - essays on topics with maps and pictorial maps.

Shepherd's Historical Atlas - world history maps.

American History Atlas - maps showing the history of America and its political, social, religious and economic changes.

Great Military Battles - essays on battles throught world history with photographs, maps and other pictures.

Atlas of American History - illustrates the political and geographical evolution of the United States.

Periodical indexes are guides to articles found in magazines.

American Heritage Magazine - indexes the American Heritage magazine, 1964-1974. Later issues are indexed in Reader's Guide.

Fact books have brief statistical or factual information.

Famous First Facts - alphabetical listing by subject of famous firsts.

World Almanac - book of short facts on a wide range of topics, comparative statistics in tables and charts. Indexed in the front of the book.

Statistical History of the U.S. - comparative statistics from colonial times to the present.

Biographical tools give information in fact or essay form about specified people.

Facts About the Presidents - data concerning President's lives, backgrounds and administrations.

Webster's American Biographies - brief alphabetical listing of significant people in American history.

Great Personalities - news stories of famous people from the New York Times. (microfiche form)

Who's Who in American History - short biographies of significant people in American history, plus other facts relating to American history.

Concise Dictionary of American Biography - short biographies of famous Americans including their contributions to American history.

Dictionary of American Biography - long essays on people who made significant contributions to American history. (Original set includes only persons who died before 1950.)

Notable American Women - long essays on American women.

Documents/Primary Sources are original, official or legal papers from America's history.

The Annals of America - original articles, speeches, letters, songs and documents from American history.

Great Events - important events as recorded in New York Times newspaper. (microfiche form)

Documents in American History - complete copies of hard-to-find documents throughout American history.

FINDING FACTS

Directions: For each question, answer the question and give the title and page number of the source you used.

1. Find a map showing underground railroad routes.

   Answer _____

   Source _____

2. Who was Lincoln's Secretary of State in his first term and his second term?

   Answer _____

   Source _____

3. Find the county and state where the Battle of Antietam was fought.

   Answer _____

   Source _____

4. What was the title and first line of a popular Confederate song?

   Answer _____

   _____

   Source _____

5. How many union soldiers were killed in battle during the Civil War?

   Answer _____

   Source _____

6. You want to visit Civil War sites while vacationing. Where could you look to find historic places you might want to visit?

   Answer _____

   Source _____

7. What role did Rose O'Neal Greenhow play in the Civil War?

   Answer _____

   Source _____

8. Compare the number of bales of cotton produced in 1861 and 1864.

   Answer _____

   Source _____

9. Give the headline and date for one New York Times newspaper article on Frederick Douglass.

   Answer _____

   Source _____

10. Scan a newspaper account of John Brown's raid and give the title and date of the article.

    Answer _____

    Source _____

11. Find the best source to help you construct a model based on the Civil War battle of your choice.

    Answer _____

    Source _____

12. Elizabeth Blackwell's occupation was unusual during Civil War times. What was it?

    Answer _____

    Source _____

13. Find a magazine article on Civil War art.

    Answer _____

    Source _____

14. Where can you find a copy of President Davis' last message to the people of the Confederacy?

    Answer _____

    Source _____

15. Locate a map showing areas of slavery and emancipation before the Civil War.

    Answer _____

    Source _____

16. How many copies of Uncle Tom's Cabin were sold in the first year after publication?

    Answer _____

    Source _____

17. What was Mrs. Ulysses S. Grant (Julia) doing while her husband commanded Union troops?

Answer _____

Source _____

18. Who was the first Confederate general killed during the Civil War?

Answer _____

Source _____

19. Locate a picture (preferably a photograph) of Stonewall Jackson.

Answer _____

Source _____

20. Find a chronology of events for the years 1861-1865. List 1 event from 1863.

Answer _____

Source _____

21. Locate a map showing the slave states in 1861.

Answer _____

Source _____

notes

UNIT 2

GOAL:

To form an opinion on a controversial topic and to defend that position through research.

OBJECTIVES:

To select relevant information.

To distinguish between fact and opinions.

To identify unsubstantiated statements.

NOTE:

Prior to scheduled media center research, the teacher will define these concepts: fact, opinion, propaganda, etc.

ACTIVITIES:

The student will:

1. Select one editorial and one news story on a current controversial topic. List each fact and each opinion found in each source.
2. Review appropriate research material using the "Defend your Opinion" handout.
3. Research a controversial issue from a list of topics compiled by the teacher and library media specialist. Research will be presented in a debate, a persuasive speech, a multi-media presentation or a "white paper."

RESOURCES:

Research materials available in Library Media Center.

EVALUATION:

1. Teacher evaluation of final product.
2. Student evaluation of available resources using the form provided in the appendix.

notes

DEFEND YOUR OPINION

Use as many of the following resources as possible.

Reader's Guide to Periodical Literature.

Sample Entry:

PETROLEUM

Geology

Below the belt. D. Alt. il Living Wilderness 45:12-17 Wint '81.

Prices

See also
Gasoline-Prices

Are lower oil prices good news or bad? K. R. Sheets. il U.S. News World Rep 92:42. Ap 5 '82.

PETROLEUM SUPPLY

Down, down, down (OPEC oil prices) J. S. DeMott. il Time 119:60-62 Mr 15 '82.

Remember:

1. Paperback issues of Reader's Guide have most current information.
2. Find out how many years of back issues of magazines are available.
*3. Write down full citation before returning magazine.
4. Fill out check-out slip completely.
5. Magazines usually may be checked out overnight.
6. Magazines are usually due before 8:00 a.m. the day after checked out.
7. Some magazines may be available on microform.

SIRS SERIES. Check for the volumes covering the following subjects if the SIRS SERIES is available in the media center:

Aging
Alcohol
Communication
Crime
Consumerism
Corrections
Death and Dying
Defense
Drugs
Habitat
Health
Mental Health
Money
Pollution
Population
Privacy
Religion
School

Energy
Ethics
Ethnic Groups
Family
Food
Sports
Transportation
Women
Work
Youth

Card Catalog.

1. Check subject catalog for your topic. Be sure you use information on "See" and "See Also" cards.
2. Symbols used for locating materials are listed on card on top of reference table. (E.g., KT - audiovisual kit.)

Other Reference Sources: use indexes!

1. Encyclopedia of Bioethics
2. International Encyclopedia of the Social Sciences
3. McGraw-Hill Encyclopedia of Science & Technology (check yearbooks)
4. Vertical File - arranged alphabetically by subject
5. General Encyclopedias (check yearbooks)

SUGGESTIONS:

1. Decide what "key" words you will use to do your research, e.g., EUTHANASIA

   see also: DEATH
   MERCY KILLING
   BIOETHICS
   QUINLAN, KAREN

2. Take a position--negative or positive--especially for broad topics.
3. Organize! Use on source at a time.
*4. Write down full citation, immediately (title, author, publisher, place, date, page number).
5. If in doubt--ask the library media specialist!!!

UNIT 3

GOAL:

To recognize negative concepts found in The Crucible* such as prejudice, mass hysteria, persecution and fear.

OBJECTIVES:

Content Areas:

The student will discover similarities in all types of prejudice and mass hysteria by researching Arthur Miller and his work, McCarthyism, Salem Witchcraft, Blacklist, Communism, Puritanism, etc.

Media Skills:

The student will:

1. Select readings that are authoritative, useful and current.
2. Select readings that present alternate points of view.
3. Evaluate material for accuracy and appropriateness.
4. Distinguish between factual and emotional writing.
5. Identify unsubstantiated statements.

ACTIVITIES:

The student will prepare one of the following:

1. A paper comparing prejudice or some other aspect of The Crucible with another literary work.
2. A paper discussing McCarthy & McCarthyism.
3. A paper about Arthur Miller and his involvement in the "Red Scare."

RESOURCES:

Selected reference sources.

EVALUATION:

Teacher evaluation of finished product.

* NOTE: This format may be used for other books.

A READING LIST FOR ARTHUR MILLER'S THE CRUCIBLE

Arthur Miller and his work

The Modern American Theater
Guide to Great Themes in Drama
Contemporary Literary Criticism
Volumes 1, 2, 6, 10, 15
A Library of Literary Criticism
Modern American Literature, Vol. II
Arthur Miller
Cliff's Notes on Miller's The Crucible
Current Biography 1947

McCarthy and McCarthyism

Collier's 1954 Yearbook
(look in index for more titles)
Collier's 1955 Yearbook
(look in index for more titles)
The Meaning of McCarthyism
Congress Investigates, 1792-1974
The Demagogues
This Fabulous Century, 1950-1960
Documents of American History
The American Republic
Vol. Two from Reconstruction
The Great Age of Change
The Growth of the American Republic
The Oxford History of the American People
Dictionary of American History
Vol. VI Supplement One
McCarthy, Joseph R.
Harry S. Truman
Plain Speaking: An Oral Biography of Harry S. Truman

Salem Trials

The Devil's Shadow
The Witchcraft of Salem Village
The Devil in Massachusetts
Science and Justice: The Massachusetts Witchcraft Trials
Salem Witchcraft

Witchcraft (General Information)

Extraordinary Popular Delusions and the Madness of Crowds
The Occult: A History
Man, Myth and Magic
Witch Hunting and Witch Trials

The Necromancers: The Best of Black Magic and Witchcraft
Hex
Satanism and Witchcraft
The History of Witchcraft
50 Great Essays
(Joseph Addison: On witches and witchcraft)

Cold War

This Fabulous Century, 1950-1960
page 116
The Annals of America
Volume 17, 1950-1960
Hawks, Doves, and the Eagle
Selected Readings on Great Issues in American History, 1620-1968
The Oxford History of the American People
The Cold War, 1945-1963
The Cold War--And After

Blacklists: (includes material on McCarthy and McCarthyism)

Collier's 1954 and 1955 Yearbooks
Fear on Trial
Scoundrel Time

Communism

Values Americans Live By
The Enemy at His Back
Communism, the Courts, and the Constitution
None Dare Call It Treason
A Study of Communism
What is Communism?
From Lenin to Khruschev
The World of Communism
The Communist Blueprint for the Future
Masters of Deceit

Puritanism

Puritans and Pragmatists
Orthodoxy in Massachusetts, 1630-1650
The Puritan Mind
American Literature, Vol. I: The 17th and 18th Centuries
The Puritan Heritage: America's Roots in the Bible
A Little Commonwealth

Nathaniel Hawthorne and His Work

Masterplots Cyclopedia of Literary Characters, MIC-Z
Masterpieces of World Literature - First Series
American Literature, Vol. 2: The First Part of the 19th Century
American Romanticism: A Shape for Fiction
pages 277-288
Romantic Rebel
Famous American Authors
Famous Authors
Hawthorne

215

UNIT 4

GOAL:

To introduce specialized reference sources in drama.

OBJECTIVES:

Content Areas:

Drama, literature.

Media Skills:

The student will:

1. Locate other alternate and specific reference materials related to drama.
2. Select materials that present alternate points of view.
3. Distinguish between fact and opinion.

ACTIVITIES:

1. Complete library worksheet.
2. Prepare written report.

RESOURCES:

General and specialized reference materials and periodicals.
See selected bibliography on following page.

EVALUATION:

Teacher evaluation.

DRAMA REFERENCE ACTIVITY

SPECIALIZED REFERENCE SOURCES FOR DRAMA

Oxford Companion to the Theatre (et al)
Dictionary of Theatrical Terms
European Drama Criticism
Library of Literary Criticism
Reader's Encyclopedia
Contemporary Dramatists
Play Index
Index to Plays in Collections
Masterplots
World Literature in Digest Form
McGraw-Hill Encyclopedia of World Drama
Reader's Encyclopedia of World Drama
Drury's Guide to Best Plays
Contemporary Literary Criticism

COMMON TERMS IN THE THEATRE

Look up the following terms in a dictionary, encyclopedia or specialized reference book and provide the definition. Be sure to find the meaning that relates to the theatre.

1. Theatre

2. Drama

3. Pantomine

4. Broadway

5. Off-Broadway

6. West End

7. Musical Comedy

8. Revue

9. Ballet

10. Opera

11. Critic

Theatrical Reviews in Periodicals

In a recent publication (Saturday Review, Newsweek, Time, etc.) find a review of an on- or off-broadway theatrical production (play, musical, revue, opera or ballet). Read the review and answer the following questions. (DO NOT USE MOVIE REVIEWS)

1. Give the title and date of the publication which contained the review. (Remember to underline title)

2. Who was the critic?

3. What is the title of the production? (Underline the title)

4. Where was it produced? (Off-broadway - St. Louis, Norman?)

5. Check the type of production reviewed:

_____ play
_____ musical
_____ revue
_____ opera
_____ ballet
_____ other (specify)
_____

6. What was the reviewer's general impression of the production?

7. What did the critic like best about the production?

8. What did the critic like least about the production?

9. Did any performers get special mention? Who? Favorable or unfavorable?

10. After reading this review, would you like to see this production? Explain.

U N I T 5

GOAL:

To provide a cultural context for foreign foods.

OBJECTIVES:

Content Areas:

1. Foreign Language, Home Economics, Geography.
2. Select suitable print and nonprint sources for a specified subject.

Media Skills:

Students will:

1. Evaluate material for accuracy and appropriateness.
2. present a detailed report using a multi-media approach.

ACTIVITIES:

Prepare a report on a specific country and its food to present to the class. The final product must include: a multi-media approach, general knowledge about the country, a legend, poem or songs, customs, a craft or decoration. Home Economic classes might plan menu and prepare meal.

SUGGESTED RESOURCES:

See Reference Sources in Appendix.

EVALUATION:

Teacher evaluation of report.

Student evaluation of food!!!

notes

FOOD OF THE WORLD RESEARCH PAPER

1. Countries will be assigned to the student.

2. The report will be on a contract basis. Each student will determine his or her grade by the work that is completed.

Requirements

1. Begin your report with general information about your country.

2. Use subheadings for your topics. Underline them. (Example: A Legend).

3. Make two copies of your report and give a three-minute presentation of the most interesting part to the class. If you are going to show a craft you made from your country, you will not need two copies. You may use a copier to make the second copy of your report.

4. Everyone must be ready to give his or her report. If you are called on and are not ready, ten (10) points will be deducted from your grade.

5. Be neat.

6. Try to choose some interesting part of your report to present to the class. If you make something for the class to eat or see, your explanation of it will be in your oral report.

7. paragraphs must have at least five sentences each.

8. A bibliography must be written showing the sources that you used.

Topics for Paragraphs

1. General interesting knowledge about your country.

2. A legend (example: Why Christmas trees originated in this country).

3. Poem.

4. Song.

5. Custom (example: Tell how Santa Claus originated or how the ule log originated in this country).

6. Craft or decoration (students can draw a copy of the art to show the class for their presentation, or they can make a decoration to show the class).

7. Cooking (Example: Explain a famous recipe from your country. Try to get a typical country recipe. You may make a sample to share with the class. This will serve as your class presentation.)

Reference Sources

1. Vertical File on any topic about your country. (These are newspaper clippings and magazine clippings.)

2. Books on countries.

3. Magazines with articles about this country. Use the Reader's Guide to Periodical Literature and National Geographic Index.

4. Encyclopedia (only one may be used).

Contracts

Grade of "A"

Twelve paragraphs
Four references
Four topics besides general information
Note cards
Presentation to class
Bibliography

Grade of "B"

Ten paragraphs
Four topics besides general information
Presentation to class
Three references
Note cards
Bibliography

Grade of "C"

Eight paragraphs
Two references
Two topics besides general information
Presentation to class
Note cards
Bibliography

U N I T 6

GOAL:

To introduce specific reference materials.

OBJECTIVES:

Content Area:

The student will:

1. Locate alternate and specific reference materials related to a subject area or course; e.g., Biology.

Media Skills:

1. The student will be come familiar with Science reference materials.

ACTIVITIES:

1. The student will complete "Scavenger Hunt."
2. The student will complete "Common Words" worksheet.

RESOURCES:

Science reference materials.

EVALUATION:

Teacher evaluation.

notes

SCAVENGER HUNT

Directions: Using any library media source, find the answers to the following questions.

1. Dr. Mary Leakey discovered foot prints embedded in ashes at Laetoli, near Tanzania's Olduvai Gorge that are estimated to be _____ years old.
2. Bottlenose dolphins belong to the genus _____.
3. Other than laboratory mishaps, who is the world's last known person to have smallpox? _____
4. The name for fish found in the Red Sea that host light-emitting bacteria is called _____.
5. What is the scientific name of walking fish (cat) that were imported from Thailand to Florida? _____
6. Name the two men who solved one of biology's great riddles, the molecular structure of the chemical DNA. _____
   _____
7. Gorgasia sillneri is a species of _____ found in the Red Sea.
8. In June of 1971, a tribe called the _____ were discovered in Mindanao, Phillippines.
9. Aipysurus laevis is the scientific name for the _____.
10. The _____ is the world's largest deer.
11. Periophthalmus chrysospiles is the scientific name for a _____ _____ found in the mangrove swamps of Southeast Asia.
12. Panthera uncia is the scientific name for the _____.
13. What and where is the ductus arteriosus? _____
    _____
14. Special groups of cells in the pancreas called _____ secrete the hormone insulin.
15. The middle layer of the wall of the eye is called the _____ _____ layer.
16. Kidneys have tiny filters called _____ that control the chemical makeup of blood.

17. What is chromophilic substance? _____

_____

18. In the human adult there are usually _____separate bones.

19. What and where are fontanelles? _____

_____

20. What and where is the ilium? _____

_____

21. What and where is the calcaneus? _____

_____

22. What and where is the coracohumeral ligament? _____

_____

23. What and where is the Risorius? _____

_____

24. What and where is the subclavius? _____

_____

25. What and where is the brachialis? _____

_____

26. The _____ is a large, triangular shaped "hole" in the lower half of the hip bone.

27. The _____ is the larger of two bony prominences that project from the upper end of the femur.

28. The _____ is the second largest tarsal bone.

29. What is the insertion of the extensor indicis proprius? _____

_____

30. Name the three distinct kinds of arteries. _____,

_____,_____

31. The _____is the longest vein in the entire body.

32. The two parts of the autonomic nervous system are the _____

_____and _____.

33. The _____is the main artery of the tongue.

34. The two surfaces of the stomach are the _____

and the _____surfaces.

35. The _____ are the largest of the three salivary glands.
36. The _____marks the separation of the right and left lobes of the liver.
37. The pancreas receives its nerve supply by way of small filaments from the _____.
38. Give the approximate size of the adult male kidney. _____
_____
39. In the kidneys, most nephrons lie in the _____.
40. The hypophysis, or pituitary gland, is a small organ attached to the floor of the brain by a short stalk called the _____
_____.
41. The _____ is the largest gland of the endocrine system.
42. The _____is a flat, triangular muscle that raises the upper eyelid.
43. The harp seal's scientific name is _____.
44. Fern's appeared in the _____ period.
45. Orangutan's scientific name is _____.
46. The name _____ means "naked seed."
47. The central core of a young root is called _____.
48. Underground stems of plants like the lily of the valley and the water lily are called _____.
49. Certain plants called _____ are adapted to soils with a high salt content.
50. The oat's primary shoot is enclosed by a protective sheath called a _____.
51. Name an endangered species. Tell approximately how many of the species exist.
_____
52. A newspaper article on biology.

notes

COMMON WORDS

Directions: Using any library media source, find the correct scientific term for questions 1-35. Find the common word or term for questions 36-48.

1. rose _____
2. rose rock _____
3. sweet gum leaf _____
4. oak leaf _____
5. maple leaf _____
6. red bud leaf _____
7. pansy _____
8. Swedish ivy leaf _____
9. iris _____
10. wax begonia _____
11. petunia _____
12. geranium _____
13. sprouting radish _____
14. fern frond _____
15. 12" honeysuckle vine _____
16. marigold _____
17. caterpillar _____
18. monarch butterfly _____
19. avocado seed _____
20. plum seed _____
21. peach seed _____
22. spider _____
23. dandelion flower _____
24. dandelion seed _____
25. small coniferous limb _____
26. tadpole or frog _____
27. earthworm _____
28. snail _____
29. bread mold _____

30. water sample with microscopic organisms _____
31. chicken liver _____
32. chicken heart _____
33. pigs feet _____
34. pine cone _____
35. root _____
36. Phoebucioterus ruber roseus _____
37. Rodolia cardinalis _____
38. Serrasalmus nattereri _____
39. Acanthaster planci _____
40. Scenedesmus _____
41. Accipiter cooperii _____
42. Paradachirus marmoratus _____
43. Castor canadensis _____
44. Myrmecia gulosa _____
45. Paralithodes camtschatica _____
46. Eschrichtius glaucus _____
47. Vultur gryphus _____
48. Ursus arctos _____

U N I T 7

GOAL:

To infuse career information in the subject area.

OBJECTIVES:

Content Area:

The student will be introduced to career information resources through any subject (e.g., mathematics, foreigh language, crafts, etc.).

Media Skills:

The student will be able to locate other alternate and specific materials, including periodicals, that are limited in scope or in which the sequence is unusual or related to a theme. (E.g., Career files, Career World, Occupational Outlook Handbook, Oklahoma View, Dictionary of Occupational Titles.)

ACTIVITIES:

The student will do one or more of the following:

1. Complete worksheet(s).
2. Create a collage using aspects related to one particular occupation.
3. Write a poem which describes sounds, moods, etc. of a career.
4. Create a children's book to introduce a career to a primary student.
5. Compile a list of 10 prominent persons in one career and summarize the contribution of each.

RESOURCES:

Career information resources of all types: books, pamphlets, magazines, taped interviews, audiovisual materials, speakers.

EVALUATION:

Teacher evaluation of individual student projects.

notes

CAREER INFORMATION CENTER

CAREER INVESTIGATION QUESTIONNAIRE

1. The career I am investigating is _____.

2. Duties expected of me in this career are _____

_____

_____.

3. What are some necessary skills, aptitudes, and personality traits needed for this career?

_____

_____

4. The equipment needed (if any) for this career is _____

_____

5. What training or education is required for this occupation?
   (a) High School _____
   (b) Apprenticeship _____
   (c) Vocational School _____
   (d) Specialized School _____
   (e) 4-year College _____
   (f) 2 years of College _____
   (g) Graduate School _____
   (h) Other _____

6. Where can I get the necessary education? _____

_____

7. What will be the approximate cost of the necessary training?

_____

8. Where could I find employment? _____

_____

9. What is the current demand for employment outlook of persons in this career?

_____

_____

10. Chances for advancement are _____

11. Do employees have to:

(a) Have a special license or certification? _____

(b) Belong to a union? _____

12. The income expected is :

(a) Starting salary per hour, per week, or per year (circle one)

_____

(b) Expected earning after 2 years _____

(c) Expected earnings after 10 years _____

13. Retirement benefits in this career are:

(a) Covered by Social Security _____

(b) Covered by private retirement plan _____

(c) Retirement age in this career _____

14. What are the vacation benefits?

_____

15. What are the general working conditions?

_____

_____

16. What physical requirements are necessary for this career? (e.g., strength, eyesight, etc.)

_____

_____

17. Five aspects of this career that appeal to me are:

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

18. Two advantages I see in this career are:

(a) _____

(b) _____

19. Two disadvantages I see in this career are:

(a) _____

(b) _____

20. List two sources used:

(a) _____

(b) _____

CAREER CENTER

1. What job did you read about? _____

2. What does a person with this job do? _____

   _____

3. Would you be working indoors or outdoors? _____

4. Would you be working with people or with things? _____

5. What are five things you should know about this job?

   (a) _____

   (b) _____

   (c) _____

   (d) _____

   (e) _____

6. Where would you go to get this type of job? _____

   _____

7. How much money would you make? _____

8. List four things you would do on this job:

   (a) _____

   (b) _____

   (c) _____

   (d) _____

9. Are these things that you like to do? _____

10. What is the part that you like best about this job after reading about it?

    _____

    _____

    _____

CAREERS RELATED TO GEOGRAPHY

Agronomist
Air Photo Interpretation
Appraiser
Archaeologist
Architect, Landscape
Biologist
Botanist
Builder
Cartographer (map making)
Civil Engineer
Climatalogist
Consultant
Counselor, Travel
County Agricultural Agent
Driver
Earth Scientist
Ecologist
Economist
Engineer, Agricultural
Engineer, Civil
Engineer, Geological
Engineer, Highway
Environmental Scientist
Environmental Worker
Explorer
Exporter
Farmer
Fishery Scientist
Forester
Geographer
Geological Engineer
Guide, Tourist
Highway Engineer
Historian
Horticulturist
Industrial Site Researcher
Land Surveyor
Location Analyst
Marine Surveyor
Market Researcher Analyst
Meterologist
Mining Engineer
Moving Agent
Navigator
Owner Tourist Attraction
Peace Corps
Photographer, Aerial
Railroad Engineer
Real Estate Salesman
Sight Seeing Guide
Teacher
Trading Area Analyst
Urban Planner
Vocational Agricultural Teacher
Wildlife Conservationist
Wood Scientist

CAREERS RELATED TO SCIENCE

Occupations Related to the Study of the Earth Sciences

Agricultural Chemist
Agricultural Engineer
Agronomist
Archaeologist
Astronomer
Biological Aide
Biologist
Botanist
Cartographer
Climatologist
Conservationist
County Extension Agent
Crop Scientist
Dairy Farmer
Earth Scientist
Ecologist
Environmental Designer
Environmental Engineer
Environmental Health Scientist
Environmental Scientist
Environmental Technician
Environmental Tester
Food Processing Technician
Fish Conservationist
Fish Bacteriologist
Fisheries Scientist
Food Technologist
Forest Service Employee
Forest Products Technician
Forester
Forestry Aide
Geological Engineer
Geologist
Geophysicist
Health Tehcnician
Horticulturist
Hydrologist
Ichthyologist
Industrial Engineer
Industrial Hygienist
Landscape Architect
Marine Biologist
Marine Life Technician
Marine Scientist
Metallurigical Technician
Meterologist
Mineralogist
Mining Engineer
Oceanographer
Oceanographic Technician
Paleontologist
Park Ranger
Park Superintendent
Pest Control Operator
Petroleum Engineer
Petroleum Geologist
Physicist
Urban Planner
Ranger
Recreational Land Manager
Seismologist
Soil Conservationist

Forestry Technician
Game Warden
Gardener and Grounds Keeper
Geographer
Soil Scientist
Surveyor
Water Pollution Control Worker
Wildlife Specialist

Occupations Related to the Study of the Life Sciences

Anatomist
Anthropologist
Bacteriologist
Biochemist
Botonist
Chiropodist
Curator
Dental Hygienist
Dental Laboratory Technician
Dentist
Dietitian
Entomologist
Florist
Food and Drug Inspector
Forest Ranger
Game Warden
Gardner
Geneticist
Herpetologist
Ichthyologist
Livestock Breeder
Masseur
Medical Illustrator
Medical Librarian
Medical Research Worker
Medical Secretary
Museum Worker
Naturalist
Nurse
Nurse's Aide
Nurseryman
Nutritionist
Occupational Therapist
Ophthamologist
Orderly
Ornithologist
Osteopath
Pathologist
Pediatrician
Physical Therapist
Physician
Poultry Farmer
Practical Nurse
Psychiatrist
Psychometrist
Psychologist
Surgeon
Tree Surgeon
Veterinarian
Vocational Rehabilitation Counselor
Zoologist

Occupations Related to the Study of the Physical Sciences

Accoustical Engineer
Aeronautical Engineer
Air Conditioning Engineer
Ceramic Engineer
Chemical Engineer
Chemist
Civil Engineer
Dental Technician
Electrical Engineer
Electrician
Electronics Engineer
Electroplater
Electrotherapist
Fireman
Laboratory Technician
Lineman
Mechanical Engineer
Medical Technologist
Metallurgist
Meteorologist
Mining Engineer
Nuclear Physicist
Occultist
Optician
Optometrist
Pharamacist
Physicist
Radar Technician
Radio Isotope Technician
Radio Engineer
Radio Operator
Radio Repairman
Roentgenologist
Textile Technician
X-ray Technician

CAREERS RELATED TO ENGLISH

Occupations with Emphasis on Speaking

Actor/Actress
Auctioneer
Audiologist
Bilingual Secretary
Bookstore Manager
Book Store Clerk
Clergyman
Demonstrator
Disc Jockey
Doctor
Drama Coach
Drama Teacher
Dramatic Reader
English Teacher
Fund Raiser
Interpreter
Lecturer
Narrator
Newscaster
Public Relations Specialist
Reading Specialist
Receptionist
Sales Clerk/Manager
Secretary
School Teacher
Speech Pathologist
Speech Therapist
Speechwriter
Sportscaster
Teacher (all)
Teacher's Aide
Telephone Operator
Television Director
Translator

Occupations with Emphasis on Writing

Advertising Agent
Advertising Copywriter
Author
Biographer
Book Reviewer
Columnist
Continuity Writer
Copy Editor
Correspondence Clerk
Critic
Editor
Literary Agent
Literary Writer
News Correspondent
Newspaper Reporter
Playwright
Poet
Proofreader
Publisher
Scenario Writer
Scriptwriter
Speechwriter

Editorial Assistant
Etymologist
Foreign Service Officer
Foreign Service Secretary
Ghostwriter
Industrial Journalist
Journalist
Lexicographer
Librarian
Sportswriter
Stenographer
Teacher (all)
Technical Writer
Teletypewriter Operator
Translator
Typesetter
Typist
Writer

CAREERS RELATED TO MODERN POETRY

Actor/Actress
Advertiser
Cartoonist
Children's Librarian
Choreographer
Classroom Teacher
Critic
Drama Coach
Editor, Book
Editor, Magazine
Editor, Newspaper
Fable Writer
Fiction Writer
Free Lance Writer
Journalist
Literary Agent
Literary Writer
Lyricist
Owner Book Store
Pantominist
Playwright
Poet
Producer, Television
Producer, Theatrical
Publisher
Script Writer
Verse Writer

CAREERS RELATED TO FOREIGN LANGUAGE

Airline Stewardess
Author
Bilingual Stenographer/Secretary
Book Dealer
Buyer
Civil Service Worker
Commercial Attache
Composer
Consul
Customs Inspector
Diplomat
Exporter
F.B.I. Agent
Foreign Collection Clerk
Foreign Exchange Clerk
Foreign Service Worker
Historian
Hotel Manager
Immigration Inspector
Importer
Intelligence Officer
International Publisher
Interpreter
Journalist
Lawyer
Librarian
Linguist
Missionary
Music Librarian
Musician
Physician
Radio Announcer
Radio Monitor
Receptionist
Researcher
Salesperson
Secretary
Social Worker
Teacher
Trade Magazine Publisher
Translator
Travel Bureau Supervisor
Tutor
United Nations Worker:
- Clerk
- Interpreter
- Proofreader
- Secretary
- Summary Reporter
- Translator
- Verbatim Reporter

notes

UNIT 8

GOAL:

To reinforce skills in communication and library media skills through history.

OBJECTIVES:

Content Areas:

The student will investigate the social conditions concurrent with a specific historical event.

Media Skills:

The student will:

1. Use selected sources available to collect information for a specific subject.
2. Select relevant information for a given purpose from within the content of material.
3. Skim to find material relevant to a topic.
4. Plan graphics and/or a videotape production.

ACTIVITIES:

The student will:

1. Select a specific historical event.
2. Research the time period of the event chosen.
3. Compose a one-page full size newspaper or a 15-minute videotape news broadcast which must include the lead story and an economic story. The remainder may include weather, sports, fashion, editorials, editorial cartoons, obituaries, appropriate advertising, etc.
4. Document research using a specific bibliographic style.

RESOURCES:

Media center resources of all types.
Videotape Production Equipment.
Graphic Arts Supplies.

EVALUATION:

Teacher evaluation of finished product. Display products.

notes

NEWSPAPER RESEARCH PROJECT

A facsimilie of a front page of a newspaper will be required of every student during the spring semester. The lead story must be about an important person, event, or thing in American history, such as: Theodore Roosevelt, The Election of 1960, The Causes of WWII, The Battle of Gettysburg, Historic court cases, The Signing of the Declaration of Independence, etc.

In addition to the lead story, your newspaper MUST contain some economic news that is relevant to that period in American history. The rest of the front page can be composed of anything that would appear in a newspaper of that period, such as: editorials, editorial cartoons, sports, cartoons, society, weather reports, stock market reports, obituaries, advertising, new discoveries, inventions, man-in-the-street interviews, etc. Use your imagination to create a paper that is interesting, unique and FACTUAL.

Your newspaper will be due _____. Your newspaper will be gratefully accepted earlier. Extra credit will be given for newspapers turned in early (one point for each school day up to a maximum of 10 points. Only under EXTRAORDINARY circumstances will your newspaper be accepted after 3:25 on _____. YOU MUST HAVE MY APPROVAL, IN ADVANCE, IF YOUR PAPER IS TO BE TURNED IN LATE! If you are absent (this means you are usually still working on your paper, or recovering from staying up all night finishing your paper) or cannot bring your paper to school, send it with a friend, family or foe. If none of the above will come to your rescue, call me at school, and I will pick it up on my way home, if possible. YOUR NEWSPAPER WILL NOT BE ACCEPTED WHEN YOU RETURN, EVEN IF YOUR ABSENCE WAS EXCUSED, UNLESS I HAVE GIVEN PRIOR APPROVAL. You must select your topic before _____, and it must be approved by me. You may change your topic only if you cannot get enough material on the subject or hate the topic so much that it is giving you nightmares! Therefore, I strongly recommend that you pick a topic and a time period that interests you, since you will be spending a lot of time researching it.

I am interested in your original and unique interpretation of the information you gather, not in something copied directly out of a book or other source of information. Claiming the work of others as your own is plagiarism and totally unacceptable. To avoid plagiarism, you must give credit to your source of information. If the words are quoted directly, enclose them in quotation marks; however, paraphrasing (using your own words) is a much more effective writing technique. On the back of your newspaper, you must list all of the sources you have used in a story. Use the following bibliographic form.

Revere, Paul. Lexington. Boston: Colonial Press, 1776. pp. 1-175.

Hancock, John. (ed.). Rabble Rousers in the Colonies. New York: Harper and Row, 1783.

"Sitting Bull," The Encyclopedia Americana, Vol. 20 (1978), pp. 444-447.

"The Red Man's Last Stand," Empire, Vol. CCVI (April 19, 1965), pp. 3-7.

"John F. Kennedy is Assassinated," New York Times, November 23, 1963, Sec. 1, pp. 1-2.

Also include where each source may be located (home, CSU, OU, OSU, etc.). You will need to consult at least 5 sources (books, magazines, newspapers, textbooks, encyclopedias, etc.) for your research. You may use more than one encyclopedia or one textbook, but they will count as only ONE source.

Your newspaper will represent a considerable amount of work and should be a comprehensive and well-written presentation of the news of that day. Your lead story can, however, have information in it that was not known at the time of the event. An example of this is the JFK assassination including information on Lee Harvey Oswald.

Since your newspaper is a formal piece of writing, it must be presented in correct grammar. DO NOT USE CONTRACTIONS. BE SURE EACH SENTENCE IS COMPLETE. IF I CANNOT FIGURE OUT WHAT YOU ARE SAYING, I CANNOT GRADE YOUR PAPER IN A MANNER THAT WILL PLEASE YOU!

FORM: Use ink or typewriter. Print your story using single spacing. Divide the paper into 6 columns. You might find the editorial page of The Daily Oklahoman helpful in figuring out your measurements since it is divided into 6 columns. You will be given 2 pages of actual newsprint; one for your rough draft, one for the real thing. Cut one of them to the size of The Daily Oklahoman. Be sure your newspaper has a headline and a masthead (name of paper, date of publication, place of publication, and price).

It is helpful to cover who, what, where, when, why, and how when writing your story. Assume I am NOT well informed and tell me everything I need to know to understand what you are saying. Always use the full name of a person the first time the person is mentioned. In case of a question about plagiarism, you must convince me you did not copy information verbatim; therefore, I recommend that you save your research sources.

GRADING: Total Value: 300 points

Research: Total Value: 230 points

Main Topic: 150 points
Economic News: 30 points
Fillers: 50 points (these must be factual)

Appearance: 30 points
Sources Used: 25 points
Instructions Followed: 15 points

UNIT 9

GOAL:

To produce a research project using library media resources.

OBJECTIVES:

Content Areas:

Any subject, e.g., American history.

Media Skills:

The student will:

1. Use cross references in card catalog.
2. Select suitable print and non-print materials for a specified subject.
3. Use selected sources available to collect information for a specified subject.
4. Obtain and use materials from local public and academic libraries.
5. Use specialized reference materials to develop and support research and select data bearing on a specific problem, e.g., Statistical Handbook of the U.S.
6. Evaluate material for accuracy and appropriateness.
7. Select relevant information for a given purpose from within content of material.
8. Skim to find material relevant to a topic.
9. Take notes using prescribed, standardized procedures.
10. Prepare and understand the construction of footnotes.
11. Document research using a specific bibliographic style.

ACTIVITIES:

The student will:

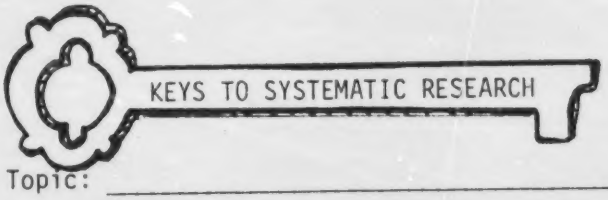
1. Select topic before coming to the media center.
2. Be given an introduction to the project and to specialized reference materials.
3. Complete finished research project with proper documentation.

RESOURCES:

Research materials available in building media center and other libraries.

EVALUATION:

Teacher evaluation of final project.



Define Your Topic: _____

Bibliography: Keep a complete bibliographic record of each item which you use. It is time consuming (and occasionally impossible) to have to relocate information or a reference more than once. You will need: Author, title (of both article and magazine for periodicals), publisher, date, and page numbers. Arrange this information in the order your teacher prefers.

Organize Your Search: Use a variety of materials from the following categories. Take notes.

1. Review topic briefly
   a. Textbook (use the index)
   b. Encyclopedia (use the index).
2. Check the card catalog. The catalog includes books and Audiovisual materials.
   a. Key words (Synonyms, related or alternate words) List words used:

      _____

   b. Follow cross references
      See (means another subject word is used for that topic)
      See also (means additional information can be located under another word)
   c. If you find too little information, use broader subject words (instead of Volkswagen - see automobile).
   d. If you find too much information use more specific words (instead of World War II - see Eisenhower).
   e. Use the indexes in the books you find.
3. Check periodicals. Periodicals (magazines) are most helpful for recent topics. Use Reader's Guide. Ask for help if this is new to you.
4. Which reference books might include your subject?

   Reference books are indicated by the letter "R" above the call number. There are many specialized reference books to help locate specific information quickly. Many reference books are arranged alphabetically by subject or have good indexes.
5. Check the Vertical File.

   These filing cabinets contain pamphlets and articles arranged by subject.

CLASS PROJECTS

The Music of World War I: 2-3 people

Put together a list of songs from the WWI period. Write out the lyrics to the songs so that they can be copied and distributed in class. If you can find copies and/or tapes of these songs, it would be great to listen to them in class. You might want to lead the class in a sing-along. Remember, document your work! (You might want to get your choral teacher to help.)

War Machines: 2-3 people

Report to the class on war machines. Find pictures, drawings, and descriptions of new technological advancements in weaponry from the period around WWI. Don't forget to explain how these weapons worked and what they were meant to do.

Interview: 2 people - Walter Cronkite interview
1 person - Write newspaper article

You are an ace reporter for the New York Times. Your assignment is to interview one of the important people involved in the political situation in Europe before, during, or after WWI (1913-1919). Stick to historical facts, good organization of thoughts and lively questioning.

War Game: 2 people

You are an American General in France. Your men have just arrived at the Western Front. Design a plan of battle against the Germans who have strong defensive positions with plenty of guns and ammunition. Where would you attack? With how many men? How long would your attack take, and how many men would you lose? Be sure to think about these questions and incorporate them into your attack plan. Draw up your battle plans and make the presentation to the class.

The Economy: 2-3 people

You are economic advisors to the President. If the United State goes to war, how will it effect our economy? What goods and services will we need? (for the fighters and for the home front) What goods will need to be rationed? Design a plan to meet our material needs. Helpful Hint: How did we meet the war needs during WWI? Report your findings to the class. You might want to make charts.

Media Campaign: 2-3 people

From 1914 to 1917 the Americans remained "neutral in fact as well as in name" while the war raged in Europe. After 1917 it is clear that we can no longer remain neutral. You represent a Madison Avenue public relations firm. Using the media available in 1917, design a public relations campaign with the intention of gaining support for the war effort. Present your efforts to the class. Use poster board, slogans, etc.

UNIT 10

GOAL:

To promote understanding of the relationship between geography and literature.

OBJECTIVES:

Content Area:

Literature, e.g., British literature.

Media Skills:

Students will use atlases and maps.

ACTIVITIES:

Complete worksheet.

ENGLAND - MAP STUDY

Mark Boundaries and Label the Following Countries:

Scotland
Ireland
England
Northern Ireland
Wales

Locate and Label the Following Places, Cities, Rivers, Etc.:

Oxford
Dover
Stratford-on-Avon
Belfast
Hebrides
Land's End
Lake Country or District
Edinburgh
Cambridge
London
Stonehenge
Sheffield
Liverpool
Canterbury
Firth of Forth
Isle of Wight
Southampton
Manchester
Thames River
Birmingham
Dublin
Bristol Channel
North Sea
English Channel
Glasgow
Tintagel
Bath

MAP of ENGLAND
N

U N I T 11

GOAL: To research the origins of commonly used allusions in literature.

OBJECTIVES:

Content Area:

The student will research appropriate reference materials for the prime source of phrases chosen by the teacher.

Media Area:

The student will identify and use selected sources (unabridged dictionary, etc.) available to collect information for a specific subject (word origin).

ACTIVITIES:

1. The class will meet in the media center to research the origins of phrases as listed by the teacher.
2. Each student will present a short explanation of the meaning and origin of one phrase to the class.
3. As classmates make presentations, all students will take notes and complete a notebook containing all phrases.

SUGGESTED RESOURCES:

Dictionary of Classical Mythology. J. E. Zimmerman. Harper and Row, 1964.

Classical Myths in English Literature. Dan L. Norton. Holt, Rinehart and Winston, 1960.

Putnam's Concise Mythological Dictionary. Joseph Kaster. G. P. Putnam's Sons, 1963.

A Dictionary of Biblical Allusions in English Literature. Walter B. Fulghum, Jr. Holt, Rinehart and Winston, 1965.

The Reader's Encyclopedia. William Rose Benét. Thomas Y. Crowell, 1965.

Any Unabridged Dictionary.

EVALUATION:

Teacher evaluation or oral presentation and/or notebook.

notes

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SUGGESTED LIST OF ALLUSIONS

Allusions	Origin	Resource {s}
1. Achilles' heel	mythology	Reader's Encyclopedia unabridged dictionary
2. Ananias		
3. Argus-eyed		
4. jeremiad		
5. Lilliputian		
6. Midas touch		
7. a Samson		
8. babel of tongues		
9. Falstaffian humor		
10. Hobson's choice		
11. Job's comforter		
12. a patient Penelope		
13. prodigal son		
14. Pyrrhic victory		

Allusions	Origin	Resource {s}
15. Wisdom of Solomon		
16. Damon and Pythias		
17. Davy Jones' locker		
18. dog in the manger		
19. cut the Gordian knot		
20. old as Methusalah		
21. between Scylla and Charybdis		
22. to meet your Waterloo		
23. Doubting Thomas		
24. a Judas		
25. a Jonah		
26. Shangri-La		
27. Adam's apple		

U N I T 1 2

GOAL: To orient students to the reference area of the media center through literature.

OBJECTIVES:

Content Area:

The student will research a specific literary title using a worksheet designed by the librarian.

Media Skills:

The student will:

1. identify and select suitable biographical sources for persons living or dead (as applied to author).
2. use selected sources available to collect information for a specified subject.

ACTIVITIES:

1. The teacher will spend one period in the classroom introducing the assignment and assigning titles.
2. The class will meet in media center to research using worksheets which have been explained by the media specialist.
3. Students working in teams of two will complete worksheets as assigned.
4. The class will meet back in classroom to share the information on the individual worksheets.

   (This assignment could be used as a scavenger hunt with a prize given to the winning team.)

EVALUATION:

Teacher evaluation of worksheet or oral presentation.

notes

LITERATURE REFERENCE SOURCES

Research: Moby Dick by Herman Melville, c. 1851.

Moby Dick is the story of a man obsessed with revenge. Captain Ahab has only one goal in life: the killing of the great white whale that had deprived him of a leg in an earlier encounter.
The story is told in first person by Ishmael, a member of the crew.

Masterplots

What is the time setting for Moby Dick? _____

What is the place setting for Moby Dick? _____

What is the name of the ship? _____

What kind of ship is it? _____

From what port does it sail? _____

What is the alternate title of Moby Dick? _____

Cyclopedia of Literary Characters

What is Moby Dick? _____

What three possible symbols does Moby Dick represent?

1. _____
2. _____
3. _____

Who is Queequeg? _____

Who's Who in the Old Testament

Herman Melville used symbolic biblical names for the captain and the narrator.

Who was the biblical Ahab? _____

What did he do to provoke the Lord, the God of Israel, to anger more than all of the kings of Israel who were before him?

_____

Who was the biblical Ishmael? _____

For what reason has his name become symbolic of the wanderer or displaced person? _____

_____

The American Heritage Dictionary of the English Language

Ishmael was a student of cetology. Define cetology. _____

_____

Captain Ahab is described as the proud, defiant, megalomaniacal captain of the "Pequod." Define megalomaniacal.

_____

Encyclopedia Americana

The "Pequod" was named after a group of Indians with a similar name. What does the name mean?

_____

How many of these Indians were left in 1910? _____

How many survive today? _____

Bartlett's Familiar Quotations

Finish the following quotation and tell its author.

"It's a mild, mild wind, and a mild-looking sky; and the air smells now as if it blew from a faraway meadow; they have been making hay somewhere under the slope of the Andes,

_____

_____ author _____

Find a quotation by David Herbert Lawrence about whales. Write the quotation below:

Reader's Digest Almanac

What was the name of a ship that vanished in 1854 while on its way from Liverpool to Philadelphia? _____

How many people perished? _____

The pacific Ocean contains what percent of the world's water? ____

McGraw-Hill Encyclopedia of Science and Technology

What is ambergris? _____

_____

For what is it used today? _____

Webster's Geographical Dictionary

The Pequod sailed through the Straits of Sundra on its way to the Pacific Ocean. Where is this channel? _____

_____

Reader's Guide to Periodical Literature

Find an article about sperm whales. In which magazine did you find the article? _____

In which volume? _____ date? _____ page? _____

Read the article and summarize it in one paragraph.

notes

APPENDIX

RESEARCH REPORT

Name _____

Topic _____

Questions that I want to have answered about this topic:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Sources of Information - Record topics used for each.

A. Card catalog: _____

B. Encyclopedia: _____

C. Famous First Facts: _____

D. Atlas: _____

E. Almanac: _____

F. Indexes: _____

G. Periodicals [Title(s)]: _____

_____

_____

_____

RECORD ALL FACTS FOR REPORT ON NOTE CARDS

MEDIA CENTER CONTRACT

Name _____ Date _____

1. Topic to be studied: _____

_____

2. Sources of information to be included are: _____

_____

3. Project will be: _____

_____

4. The following items must be included in the study: _____

_____

_____

5. Study completion date: _____

Signed _____

Student

_____

Classroom Teacher

_____

Media Specialist

STUDENT EVALUATION OF
AVAILABLE RESOURCES

Course: _____

Teacher: _____ Hour: _____

Unit: _____

Check the media center items you used during this library media center assignment.

_____ magazines

_____ vertical file

_____ reference books

_____ general book collection

_____ general encyclopedias

_____ general audiovisual materials

List below specific materials which you needed and could not find; magazine title, book, etc.

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STUDY SKILLS SCOPE AND SEQUENCE - Seventh, Eighth and Ninth Grades

The student will:

1. Reinforce basic skills that have been introduced (K-6). See Study Skills: Study Your Way to Success, State Department of Education.
2. Differentiate between fact and opinion.
3. Locate information in the library by using the card catalog (author, title and subject cards) in writing reports, essays, etc.
4. Classify information into categories.
5. Make generalizations from data.
6. Compile a more complete bibliography.
7. Compare and appraise materials for accuracy usefulnees and authoritativeness.
8. Take notes and make a detailed outline from many sources.
9. Locate information by using
    a. Encyclopedias
        (1) Main topic and section headings.
        (2) To write reports.
        (3) To compare two different encyclopedia articles on same subject.
    b. Dictionaries
        (1) To determine the etymology of a word (brackets beside the word).
        (2) To determine appropriate meaning of a word in a given context.
    c. World Almanac
        (1) To find fact.
    d. Reader's Guide to Periodical Literature
        (1) To locate three articles on specific topics
    e. Atlas
        (1) To locate a specific place
    f. Biographical Dictionaries
        (1) To locate two or more noted writers and state their major accomplishments.
    g. Thesauri
        (1) To locate a variety of words to give more precise meaning.
10. Scan to locate specific information. [E.g., Scan (glance rapidly) an index to state page number on which a topic is explained.] [Scan an article to locate figures of speech.]

11. Skim for an overview of material. [E.g., Skim (view quickly) a chapter to locate main ideas.]

12. Organize information by
    a. Outlining using major headings, subheadings, and details of subheadings.
    b. Writing concise summaries.
    c. Using time lines.
    d. Taking notes.
    e. Using maps, charts, graphs.
    f. Writing precis.
    g. Using survey, question, read, recite, review as a study technique.

13. Use books parts
    a. Title page
    b. Table of contents
    c. Glossary
    d. Index
    e. Visual aids (maps, graphs)
    f. Chapter headings
    g. Subheadings
    h. Words in italics
    j. Color coding
    k. Marginal notes
    l. Footnotes
    m. Jacket summaries
    n. Appendixes.

STUDY SKILLS SCOPE AND SEQUENCE - Tenth, Eleventh and Twelfth Grades

1. Differentiate between primary and secondary sources.
2. Locate information in a library by using the card catalog.
3. Locate information by using
   a. Encyclopedias
   b. Dictionaries
   c. Telephone books
   d. Guides (TV, etc.)
   e. Newspapers
   f. Almanacs
   g. Reader's Guide to Periodical Literature
   h. Atlas
   i. Biographical dictionaries
   j. Thesauruses
   k. Vertical file or information file
   l. Special indexes.
4. Use book parts
   a. Title page
   b. Table of contents
   c. Glossary
   d. Index
   e. Visual aids (maps, graphs)
   f. Chapter headings
   g. Subheadings
   h. Words in italics
   j. Color coding
   k. Marginal ntoes
   l. Footnotes
   m. Jacket summaries
   n. Appendixes.
5. Scan (glance rapidly) to locate specific information.
6. Select appropriate sources of information.
7. Draw conclusions and summarize information from a variety of sources.
8. Skim (view quickly) a section of printed matter in order to get an overall view.
9. Adjust reading rate in relation to the purpose for reading and the level of difficulty.
10. Organize information
    a. Outlines
    b. Flowcharts

c. Time lines
d. special order descriptions (floor plan, etc.)
e. Labeled sketches
f. Maps
g. Charts
h. Graphs (pie, line, bar, pictograph)
i. Other.

11. Use study strategies

a. Outlining
b. Summarizing
c. Underlining
d. Notetaking
e. Paraphrasing
f. Precis writing
g. SQ_3R - Survey, question, read, recite, review
h. REAP - Read, encode, annotate, ponder
i. PQRST - Preview, question, read, summarize, test.

12. Demonstrate proofreading techniques.

13. Use cross references.

14. Given a project, show increasing self-reliance.

15. Given a series of tasks, demonstrate initiative and self-reliance.

BIBLIOGRAPHY OF SUGGESTED SOURCES

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, MS 02210

Pathfinder - Allyn and Bacon Reading Program, Reading Enrichment Resources, Box A-F. (Literature series including student worksheets, grades 1-6)

American Library Association
50 East Huron Street
Chicago, IL 60611

Bauer, Caroline Feller. Handbook for Storytellers. A.L.A., 1977.

Book Lures, Inc.
P. O. Box 9450
O'Fallon, MO 63366

(Write for catalog) Some titles of available materials are:
Thinking Skills Thru Tall Tales
E is for Everybody
Caldecott Capers
Frolic With Freeman

Bookmark, Inc.
P. O. Box 14464
Oklahoma City, OK 73113

"The Sequoyah Children's Book Award Activity Cards."
$9.95 each, plus $2.00 for postage and handling.

Center for Applied Research in Education, Inc.
P. O. Box 130
West Nyack, NY 10095

Some excellent titles available are:
Library Skills Activities Kit by Jerry Mollett
Elementary School Librarian's Almanac by Hilda Weisburg
The School Librarian's Workshop (periodical)

The Center of Language, Literature, and Reading
College of Education
Ohio State University
Room 200, Ramseyer Hall
29 West Woodruff
Columbus, OH 43210

The Web (periodical, published quarterly), $6.00 yearly.

Chevron School Broadcast
595 Market Street
San Francisco, CA 94105

Write to be included on mailing list for complementary sound filmstrips. Titles available are:
City, Sports, Dress, and Food.

Children's Book Council, Inc.
67 Irving Place
New York, NY 10003

The Calendar (periodical). Includes information on bookmarks, posters, and authors. Life-time subscription is $10.00.

Creative Teaching Press, Inc.
Monterey Park, CA 91754

"Quest," a box of 100 library activities. Available in many school supply catalogs.

Educational Enrichment Materials
Catalog Department, FG
357 Adams Street
Bedford Hills, NY 10507

Sound filmstrips, guide and posters for primary-intermediate levels:
Exploring Library Land
Meet Mr. Library Manners
The Curious CAse of the Card Catalog
The Dewey Decimal Dragon
Danny Dictionary and Eddy Encyclopedia
The Fact-Finding Hunt

Educational Service, Inc.
Stevensville, MI 49127

SPICE series, Plus, Launch, Flair, etc. (Professional and Mimeograph books)

Evans-Moore Corporation
P. O. Box 9755
North Hollywood, CA 91609

Art Moves the Basics Along by Joy Evans and Jo Ellen Moore. Three of the available units are:
Animal, Transportation, and Holiday.

Fearon Pitman Publishers, Inc.
6 Davis Drive
Belmont, CA 94002

Literature Games by Karen Van Scoy and Robert Whitehead. $2.50

Ferguson-Florissant School District
Instruction Center
Curriculum and Staff Development
1005 Waterford
Florissant, MO 63033

Booklets of library activities. Write for brochure.

Good Apple, Inc.
Box 299
Carthage, IL 62321

Some titles of available materials are:

Good Apple Guide to Using Media in Your Classroom
Sprouts
Good Apple Guide to Learning Centers
Fact, Fantasy and Folklore
ABC's of Creativity and Language Arts
Bookends
Tracking Down Trivia
Thoughts Like Clouds . . . On a Journey Through The Sky
Pint-Sized Poetry

Gruber and Associates, Inc.
233 Peachtree Street
Suite 1515
Atlanta, GA 30303

Tell It Again: An Integrated Approach to Sharing Literature With Young Children by Ellen Gruber and Carol Schwartz.

Incentive Publications
Box 12522
Nashville, TN 37212

Some sample titles are:

Kid Stuff Reading and Language Experience (primary level, intermediate level and Jr. High level)
Skillstuff
Basic Skills Activity Encyclopedia for Teachers
Poetry Packrat
If You're Trying to Teach Kids How to Write, You've Gotta Have this Book by Frank
Library Lingo

Libraries Unlimited, Inc.
ATTN: School Department
P. O. Box 263
Littleton, CO 80160

Basic Media Skills Through Games by Irene Wood Bell and Jeanne E. Wieckert, 1979.
Exploring Books with Gifted Children by Nancy Pollette and Marjorie Hamlin, 1980.

Media Materials, Inc.
2936 Remington Avenue
Baltimore, MD 21211

Individualized cassette learning packages:
"Herm Discovers the Library" - 2281
"Worming Through a Book" - 2282
"Herm Examines Fact and Fiction" - 2283

Media Methods, Inc.
4338 North 109th Street
Lafayette, CO 80026

"Media Skills Game Pak." Five games for $12.95 plus $1.65 postage and handling.

Parkside Press
2026 parkside Court
West Linn, OR 97068

Amelia, Burt and Charlie: Children's Book Activities
Friends of Amelia, Burt and Charlie: More Children's Book Activities

Pied Piper
P. O. Box 320
Verdugo City, CA 91046

Literature sound filmstrips.

Doris AJ Pilkey
40 Windridge Drive
Markham, Ontario, Canada
L3P 1V1

A Library Pocketful, 10th ed., 1982. $10.00 plus $2.00 for postage and handling.

Relative Teaching Concepts
P. O. Box 8417
Richmond, VA 23226

Calendar Clue (game).

Shawnee Press, Inc.
Delaware Water Gap, PA 18327

Story Songs by Carmino Ravosa. $3.00.

Thinking CAPS, Inc.
P. O. Box 7239
Phoenix, AZ 85011

Literature learning centers. Primarily intended for gifted students.

Upstart Library Promotionals
Box 889
Hagerstown, MD 21740

"The Book Bug Game" and promotional materials.

Wake Country Public Schools
Raleigh, NC

Eureka, Ideas and Activities for Personalizing Media Skills.

H. W. Wilson Company
950 University
Bronx, NY 10452

This Way to Books by Carolyn Feller Bauer, 1982.

* * * * *

Fisher, Margery. Who's Who in Children's Books. McGraw-Hill, 1975.

Spellman, Linda. Book Report Backpack. Learning Works, Inc., 1980. Available in school supply catalogs.

notes

ART, PROSE AND POETRY CONTESTS/PUBLISHING CHILDREN'S WORK

The following organizations and/or publishers accept children's written material and art work. Several sponsor contests often concerning a specific theme, so consult each source for instructions. It should also be understood that all unsolicited materials (for which the publisher assumes no responsibility) must be accompanied by a self-addressed stamped envelope if return of the materials is desired.

Boys' Life
1325 Walnut Hill Lane
Irving, TX 75062

Publishes jokes sent on post cards with student's complete address given. Accepts stories about scouts or scouting, how-to-hints, and news items. Magazine for ages 8-17 and especially Boy Scouts.

Children's Art Foundation
Stone Soup
Box 83
Santa Cruz, CA 95063

Written entirely by children. Accepts all types of written material and art work. Dictated work will be accepted if acknowledged by note. (Send self-addressed stamped envelope for return of material.) Magazine for ages 3-13.

Children's Playmate
P. O. Box 567B
Indianapolis, IN 46206

Sponsors annual contest for young artists, poets and writers. Magazine for ages 5-8.

Cobblestone Magazine
28 Main Street
Peterborough, NH 03458

Magazine title is Cobblestone: The History Magazine for Young People and is for ages 8-13. "Dear Ebenezer" section includes letters-to-the-editor.

Contest, Youth Publications
P. O. Box 567B
Indianapolis, IN 46206

Submit original poetry, short story or art work. Write for information.

Cricket
Box 100
LaSalle, IL 61301

For ages 5-12 and sponsors monthly writing and art contests for subscribers only. Parental permission and a note attesting to originality must accompany manuscripts.

Ebony, Jr!
820 South Michigan Avenue
Chicago, IL 60605

Regularly features art work, short stories, poems and jokes. Magazine for ages 6-12.

Electric Company Magazine
One Lincoln Place
New York, NY 10023

Will accept students' jokes. Magazines for ages 8-12.

Highlights for Children
803 Church Street
Honesdale, PA 18431

Features students' poems, stories and art work. Make drawings on 8"x11" white paper. Print name, age, street address, city, state, and ZIP code on the back. Enclose a note from parent or teacher stating that the stories, verses, or drawings are original, that the drawings have not been traced or copied from pictures, and that the student has not read or heard the stories or poems anywhere else. No child's contribution will be paid for or returned. Also read magazine for special contest information. Magazine for ages 4-11.

Jack and Jill
P. O. Box 567B
Indianapolis, IN 46206

Features a "From Our Readers" column including drawings, poetry and letters. Magazine for ages 8-12.

National Geographic World
17th and M Streets, N.W.
Washington, D.C. 20036

Send games, letters, and pictures to mailbag column. Magazine for ages 8-14.

Oklahoma Poetry Society
Betty Becquart Sanders
P. O. Box 26342
Oklahoma City, OK 73126

Annual contest for children's poems. Deadline Feb. 28.

Ranger Rick's Nature Magazine
National Wildlife Federation
1412 Sixteenth Street, N.W.
Washington, DC 20036

Will publish nature letters, poems and art. Magazine for ages 4-12.

Sesame Street
One Lincoln Place
New York, NY 10023

Submit children's original art. Magazine for ages 3-8.

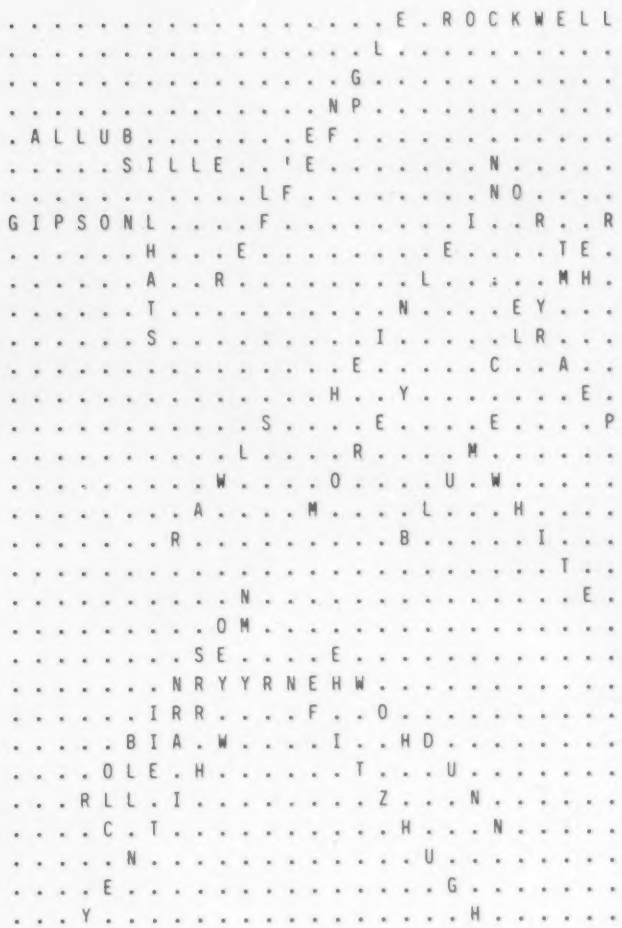
"The Storyteller"
Capper's Weekly
Stauffer Publications, Inc.
616 Jefferson Street
Topeka, KS 66607

Submit jokes and true incidents.

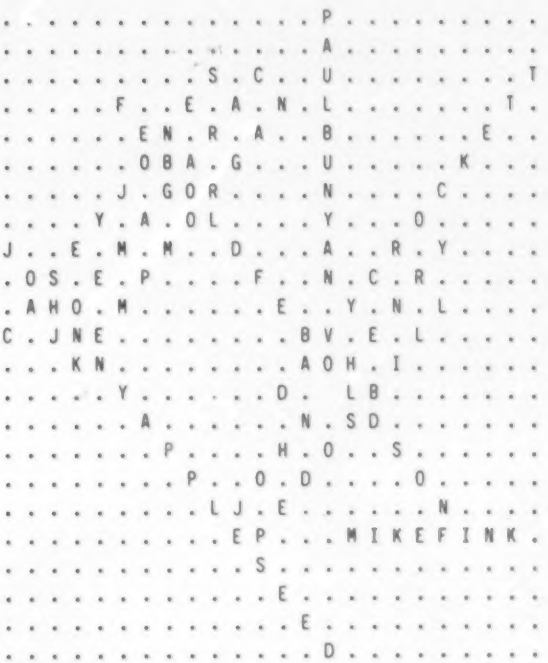
Wee Wisdom
Unity Village, MO 64065

Send poems and stories of "character building" nature with a note attesting to originality and grade-level in school.

SEQUOYAH AUTHORS WORD SEARCH ANSWER KEY

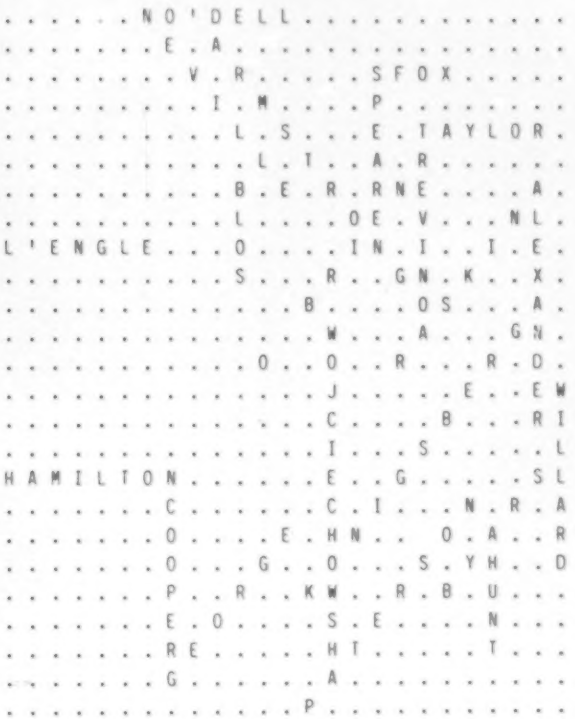


TALL TALE HEROES ANSWER KEY



TALL TALE HEROES ANSWER KEY (APPLE)

NEWBERY WORD SEARCH ANSWER KEY


NO'DELL
E A
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W A G N
O O R R D
J E E W
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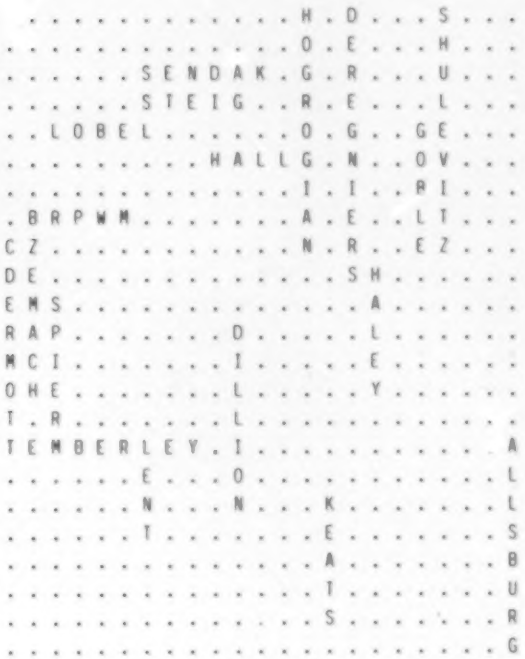
CALDECOTT WORD SEARCH ANSWER KEY



WHO IN THE WORLD? (SET I)

ANSWER KEY

1. F
2. G
3. A
4. H
5. J
6. I
7. B
8. D
9. E
10. C

WHO IN THE WORLD? (SET II)

ANSWER KEY

1. I
2. J
3. D
4. H
5. A
6. G
7. E
8. B
9. C
10. F

SENSORY WORDS ANSWER KEY

1. sight, hearing
2. sight, touch
3. touch
4. touch
5. touch, sight
6. sight, sound
7. sight
8. touch
9. sight
10. taste
11. sight
12. sight, sound
13. touch-
14. sight
15. touch

KEY TO KNOWLEDGE ANSWER SHEET

1. tern
2. cork
3. bird's eggs
4. asp
5. inventions and inventors
6. freight trains
7. China's Sorrow
8. Herbert Hoover
9. fault
10. Charles A. Lindbergh

SUGGESTED LIST OF ALLUSIONS ANSWER KEY

Allusions	Origin	Resource(s)
1. Achilles' heel	mythology	Reader's Encyclopedia; An unabridged dictionary
2. Ananias	Bible	A Dictionary of Biblical Allusions in English Literature; Dictionary of Word Origins
3. Argus-eyed	mythology	Reader's Encyclopedia; An unabridged dictionary
4. jeremiad	Bible	Reader's Encyclopedia; An unabridged dictionary
5. Lilliputian	Gulliver's Travels	Reader's Encyclopedia; Dictionary of Word Origins; An unabridged dictionary
6. Midas touch	literature	Reader's Encyclopedia; An unabridged dictionary
7. a Samson	Bible	Reader's Encyclopedia; A Dictionary of Biblical Allusions in English Literature
8. a babel of tongues	Bible	A Dictionary of Biblical Allusions in English Literature; Reader's Encyclopedia; Dictionary of Word Origins; An unabridged dictionary
9. Falstaffian humor	Shakespeare	Reader's Encyclopedia; An unabridged dictionary
10. Hobson's Choice	history	An unabridged dictionary
11. Job's comforter	Bible	Reader's Encyclopedia; A Dictionary of Biblical Allusions in English Literature
12. a patient Penelope	Odyssey	Reader's Encyclopedia; A Dictionary of Classical Mythology
13. prodigal son	Bible	A Dictionary of Biblical Allusions in English Literature; An unabridged dictionary
14. Pyrrhic victory	ancient history	An unabridged dictionary
15. wisdom of Solomon	Bible	A Dictionary of Biblical Allusions in English Literature
16. Damon and Pythias	literature	Reader's Encyclopedia; Dictionary of Classical Mythology
17. Davy Jones' locker	legend	Reader's Encyclopedia; An unabridged dictionary
18. dog in the manger	Aesop's fables	An unabridged dictionary
19. cut the Gordian knot	legend & history	Reader's Encyclopedia; An unabridged dictionary
20. old as Methusalah	Bible	A Dictionary of Biblical Allusions in English Literature; An unabridged dictionary
21. between Scylla and Charybdis	Odyssey	Reader's Encyclopeida; An unabridged dictionary; Putnam's Concise Mythological Dictionary
22. to meet your Waterloo	history	Reader's Encyclopedia; An unabridged dictionary
23. Doubting Thomas	Bible	A Dictionary of Biblical Allusions in English Literature; Reader's Encyclopedia
24. A Judas	Bible	An unabridged dictionary; Reader's Encyclopedia; A Dictionary of Biblical Allusions in English Literature
25. a Jonah	Bible	Dictionary of Word Origins; A Dictionary of Biblical Allusions in English Literature
26. Shangri-La	mythology	An unabridged dictionary; Reader's Encyclopedia
27. Adam's apple	Bible	Dictionary of Word Origins; A Dictionary of Biblical Allusions in English Literature

WORD SLEUTH: AUTHORS OF ADVENTURE STORIES ANSWER KEY

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W A L T O N . . . . C
I . C . T A Y L O R B O
B . H . . G E O R G E A
B U R N F O R D I . R T
E . I V E R N E H . N S
R . S . . K . L I . H W
L . T T . . I L E . E O
E . O . E K R A L C I R
Y . P S . E . . E . M T
. . H . S U L L M A N H
S P E R R Y . E . . . .
. . R . . T W A I N . .
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"SCIENCE FICTION SLEUTH" ANSWER KEY

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. . . . C O M E T
. . . U . C O N T R O L S .
. . . . F . U M A R T I A N . . .
. L E X P L O R E P I H S E C A P S .
. U C R A S H C O U R S E T E K C O R
. N . A C R E W . T E N A L P . . . .
. A . Y . S P A C E S T A T I O N . .
R . G . O U T E R S P A C E . . .
. . U . . . A . G N I N R A W . .
N . . . D E S O L A T E .
. . . . . .
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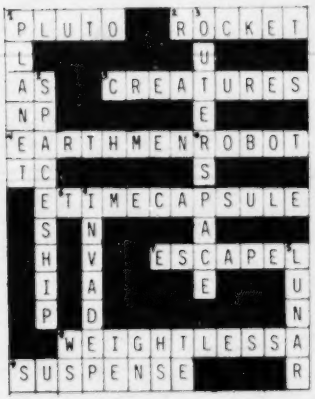
LUNAR LINGO ANSWER KEY



EVALUATION

We would like to continually improve the quality and usefulness of the curriculum resource materials we develop. Would you help us by responding to the following?

1. Circle grade level(s) taught: 1 2 3 4 5 6 7 8 9 10 11 12

2. Subject(s) taught _____

3. Were the suggested activities:
   _____ most helpful _____ of some help _____ of no help

4. What, in your opinion, is the major strength of this publication?

_____

_____

5. What, in your opinion, is the major weakness of this publication?

_____

_____

6. What other kinds of publications would be of use to you?

_____

_____

In the following space, would you please share a successful teaching idea with us?

Name _____ School _____

Subject(s) _____

_____

_____

_____

_____

_____

Return to: Curriculum Section, State Department of Education, 2500 North Lincoln Boulevard, Oklahoma City, OK 73105